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The State Normal Bulletin

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VOL. 5.

BOWLING GREEN, KY., FEBRUARY, 1911.

No. 2.

Bowling Green, Ky., Dec. 22, 1910.
Esteemed Friend:

Hundreds of noble young men and women have already written us that they will enter here at the opening of the Mid-Winter term January 24th. We hope you are making your arrangements to be among the number. We shall take a personal interest in you and a personal interest in your course of study. We are making the effort of our lives to merit the esteem, sympathy and patronage of the public. We do not want you to enter here unless we can help you accomplish your educational ideals and prepare for a more efficient service.

We are making arrangements to move into our handsome new School home. We shall receive you at the new site on Normal Heights at the opening of the Mid-Winter term. Write us a few days before leaving home and our representative will meet you at the train, go with you to your boarding home and assist you in every possible way.

With the compliments of the season,

I am, Very truly yours,

St. H. Perry, President
Western Kentucky State Normal School.

THE CATALOG NUMBER.

The supply of the November Bulletin, which was the regular catalog number, was exhausted within ten days from the time it was received from the printer. We have been forced to publish this issue of the bulletin a little ahead of time. We have embodied in this publication all of the information usually contained in a regular catalog. It also gives the courses of study offered by the Department of Agriculture and the School of Music. The course of study, which will be offered by the School of Domestic Science and Domestic Arts, will be published a little later.

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THE STUDENTS' EDITION OF THE BULLETIN.

We have decided to postpone the publication of the students' edition of the BULLETIN. It was our purpose to devote this number to former students, but after studying the question, we have decided to consolidate the next August and November numbers of the BULLETIN into one, making it a large edition, and devoting it entirely to former and present students of the institution. It will contain a list of the names and addresses of the students who have attended the Western Normal since it was launched on January 22, 1907. It will attempt to tell where the students are, what they are doing, how they are getting along, etc. Photographs of county delegations as well as photographs of students outside of the Western Normal District will characterize the edition. A map showing the attendance from Kentucky will be interesting and an eye-opener. We have already secured much valuable subject matter which, of course, will be used. We most respectfully ask the former students to assist us in preparing this issue of the BULLETIN. Write us and give us personal items about former students and tell us what you are doing yourself. This publication will be immensely interesting and will give the people an idea of the

great work that is being done by the institution. This publication will also be known as the LEGISLATIVE NUMBER, and will be put in the hands of the leading men of Kentucky.

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SCHOOL OF MUSIC.

The W. K. S. N. S. has reason to feel gratified at the success of its School of Music, which was launched under such favorable auspices last year. An opportunity for training of the highest order along all lines of musical endeavor has been afforded in this way to the people of Bowling Green and Western Kentucky and they have shown their appreciation in no unmistakable terms. The enrollment of students the first four months of the second year has far exceeded that of the first year, and under the able direction of Prof. F. J. Strahm, Mrs. Marshall Settle and Miss Nell Dickey, greater success is confidently expected in the future.

Under the fostering influence of the Music School and the direction of Prof. Strahm an Oratorio or Choral Society of one hundred and seventy-five members has been established this year for the serious study and rendition of some of the greatest music the world has produced. The greater part of the year's work will be spent upon Costa's great Oratorio "Eli," which has been presented only three times in the United States; two of these being at Monteagle and Nashville last year under Prof. Strahm's able directorship. It will be presented to the public in Bowling Green next May with the assistance of a quartette of world-famous artists and an orchestra from one of our large cities. The students of our institution are receiving great musical and soul development in this organization.

Altogether the School of Music is performing a great mission in the life of the institution, and is proving itself a necessary factor in the symmetrical development of human souls.

COURSE OF STUDY



THE State Normal offers four regular courses of study--the Review course; the Elementary Certificate course; the Intermediate Certificate course, and the Advanced Certificate course.

Besides these, it offers several special post-graduate professional courses. The Elementary Certificate entitles the holder to teach anywhere in the State for a period of two years after issuance. The Intermediate Certificate entitles one to teach anywhere in the State for four years. The Advanced Certificate entitles the holder to teach anywhere in the State throughout life.

The courses have been arranged primarily for the professional training of teachers. Besides the professional instruction furnished in the distinctly pedagogical classes, more or less professional instruction is given in connection with all of the academic subjects. Students desiring to do academic work, omitting the pedagogical subjects, will not be refused admission on that account. Indeed, we would urge every young person, who can do so, to avail himself of the opportunity to get this excellent academic instruction now provided by the State. It is hoped, however, that most of the students entering for the academic work only will decide early in the course to take the professional work, also. Those students not completing both the professional subjects and the academic will not be granted certificates to teach, but will be given certified statements of the work done by them. It is expected that students having no intention of teaching will not accept the appointment for free scholarships. Students not having appointments to free scholarships, pay the regular tuition.

While it is desirable to keep the work of the State Normal close to the lines of the professional, the management of the State Normal feels that many good teachers would be lost to the State were it not possible for young men and women to enter its work without the avowed determination to take the professional work and become teachers. The large probability is that most of the academic students, by the time they have spent a year or two in their course, will come to appreciate the real value of the professional subjects and that they will then complete the professional branches and enter the ranks of the teacher. In the end, therefore, the work of such students will generally fall entirely within the range of legitimate Normal courses.

As a matter of necessity, the Executive Council retains the right to change the course of study at any time. Doubtless the standard will be raised as rapidly as conditions will allow. We confidently expect to see great changes in education in Kentucky in the near future; a higher standard for the teaching force, better salaries, and a rise in the requirements for graduation and for certificates to teach. For the present, we believe the course to be admirably adjusted to existing conditions.

Students on entering the Normal will be given advanced standing according to their scholarship, training and educational experience, but always under the limitations of the school laws. Students are expected to bring with them their teaching certificates, grades and other evidences of scholarship and training. We undertake to give reasonable credit for work done elsewhere. Students having high grades on first-class certificates are not required to take all of the work offered in each subject. Only so much will be required as is necessary to prove the student's knowledge, power and command of the subject. Careful and complete records of every student's work are kept. A part term's work is recorded as a standing. A standing may be converted into a credit whenever the student brings up such work as the teacher and the Dean may agree upon, but the entire subject need not be taken over.

GRADUATION.

Graduation is recommended by the Faculty on the basis of scholarship, ability and skill in teaching, personality and character. There are many qualifications of the teacher not represented by grades on class work. These "other things" are as vital as scholarship and will be so regarded. The standard of scholarship is stated in connection with the outline of each course.

REVIEW COURSE.

Short review courses, fully preparing for examinations, will be sustained during the spring term, and at other times when the demand is sufficient. This work will be adequate and will serve its purpose admirably. It, however, will not be the same type as the work of the regular courses, and will not be credited on these courses for graduation.

Any part of our regular work, both in the common school branches and in the high school and college subjects may be taken by students not in the regular courses, though

they may have no intention of graduating. If the student has had any of his work it may be taken again as review work in the regular classes. We have found this genuine work the best preparation possible for examination.

The common school branches may be taken in any term. Those desiring to pass the examination for a County or State Certificate may select such subjects, whether advanced studies or reviews, as will enable them to pass the examination successfully. Review work done in this way is substantial class work and will be credited toward the completion of the regular Normal courses.

ELEMENTARY WORK.

All of the subjects named below must be completed before graduation from any of the Certificate Courses. All should be completed prior to taking up the regular courses:

PRELIMINARY WORK.

Arithmetic.	Civil Government.
Reading and Spelling 1.	Elementary History.
Grammar 1.	Penmanship.
Geography 1.	Theory and Practice.
Geography 2.	Physiology.
Kentucky History.	General Observation 20 hours.

ELEMENTARY CERTIFICATE COURSE.

This course leads to the Elementary Certificate which entitles the holder to teach in any county in the State for a period of two years immediately following issuance. The certificate will be granted to no one for less than three terms of resident work.

Physiology 2.	Grammar 3.
Grammar 2.	English 1.
Arithmetic 2.	Pedagogy 1.
Psychology 1.	English History.
Music 1.	Music 2.
Forensics 1.	Forensics 2.
English 2.	Ph. Geography 2.
U. S. History 1.	Reading 2.
Ph Geography 1.	U. S. History 2.
Observation.	Algebra 1.
Drawing 1.	Drawing 2.
	Forensics.
Nature Study.	
English 3.	
Algebra 2.	

INTERMEDIATE CERTIFICATE COURSE.

Those completing the preceding course can complete this course in one year. Prior to graduation the applicant must have full credit for all of the work in the preceding courses, and the subjects named in this course. No certificate of this class will be granted to anyone, regardless of scholarship, for less than three terms of resident work. Persons completing this course of study will receive a certificate that will permit them to teach any-

where in Kentucky for four years without further examination.

Latin 1.	Latin 2.
Biology 1.	Biology 2.
Algebra 3.	Geometry 1.
English 4.	English 5.
Forensics 4.	Forensics 5.
Latin 3.	Latin 4.
Biology 3.	Biology 4.
Geometry 2.	Geometry 3.
English 6.	Physiology 3.
Forensics 6.	Forensics 7.
Latin 5.	
Elementary Agriculture.	
Pedagogy 2.	
English 7.	

ADVANCED CERTIFICATE COURSE.

This course leads to the Advanced Certificate which entitles the holder to teach in any county in the State during life. Graduates from the preceding course can complete this course in one school year. College graduates having had eight years of work above the Common School course in High Schools and Colleges can complete this course in one year. They will be required to make seven credits in Psychology, Methods, Practice, and the History of Education. They will be allowed to make their remaining twelve credits either in this course or in the special courses. The selection from the special courses must always be submitted for the approval of the Program Committee. No student will be graduated from this course for less than forty weeks of resident work.

Psychology 2.	English 8.
Method 1.	Method 2.
Physics 1.	Physics 2.
Grecian History.	Roman History.
Forensics 8.	Forensics 9.
Sociology.	Supervision.
Practice 1.	Practice 2.
Chemistry 1.	Chemistry 2.
Mediaeval History.	Modern History.
Forensics 10	Forensics 11.
	English 9.
	History of Education.
	Economic Geography.

Electives.—Students planning to teach in High Schools may elect work in the subjects that they desire to teach in lieu of such items named in the above course as may be recommended by the Faculty.

Outline of Course of Study

DEPARTMENT OF EDUCATION.

A. J. KINNAMAN.	LAURA FRAZEE.
V. O. GILBERT.	A. M. STICKLES.

Course 1. General Observation.—The students spend twenty hours in Observing lessons taught in the Training School by the regular Training School teachers, studying the work seen, by the aid of a printed syllabus.

No class discussion enters into this course, but the student presents his notes at the completion of his work for examination and acceptance by the Head of the Department.

Course 2. School Economy.—It is the intention in this course to consider primarily the problems of the Rural School, and involves such topics as: The organization of the school, grading the course, morning exercises, programs conduct of the recitation period, the study periods, management, punishment, securing attendance, improvement of the house and grounds, care of the children, etc. This course is open to all students and is required of all expecting to complete the Elementary Course, unless satisfactory evidence can be furnished showing that the work has been done thoroughly elsewhere. Offered during the second winter, spring and summer terms. Ten weeks, five hours per week.—Mr. Gilbert.

Course 3. Elementary Psychology.—This course follows in main, some good elementary text. The educational significance of each phase of the subject is kept constantly before the student. The student is expected, also, to master the ideas and nomenclature of Psychology and to gain a sufficient grasp of the subject to enable him to do efficient work in the larger and more general fields of pedagogy and psychology. Several illustrative experiments and tests will be made to give meaning to numerous references in the text. Offered every term. Ten weeks, five hours per week.—Dr. Kinnaman.

Course 4. Elementary Pedagogy.—In this course the student is introduced to the larger field and problems of education. In addition to discussing the topics suggested by the reading of some good modern text, each student is required to read and write a review of some book on some phase of education, and to read the same before his class. In this way the student forms an acquaintance with a large number of the leading writers on education. A part of each term is given over to original laboratory work on school laws, child study or grading the course of study. The course is offered during the second, third and fourth terms. Ten weeks, five hours per week.—Dr. Kinnaman.

Course 5. Special Observation.—This course consists of, first, the observation of lessons given in the Training School by the regular Training School teachers; second, class discussion upon

(a) The Lessons as the chief means of intercourse between the teacher and class, its analysis into the essential elements of Subject Matter, Teachers' Purpose, Device, Mental Steps, and Results; the idea and function of each.

(b) Method in Teaching Reading.—Primary reading, including sentence work from the blackboard and phonic teaching. The extensive or sight reading lesson, its aim and devices. The intensive or study-reading lesson, its forms, problems, ends. Reference

work is done in the following texts: How to Teach Reading, G. Stanley Hall; Teaching the Language Arts, Hinsdale; The Teaching of English, Chubb; How to Teach Reading in the Public Schools, Clark; Primary Reading in Ten Cities, Kellogg; Reading, a Manual for Teachers, Laing; Special Method in Primary Reading, McMurry; The Psychology and Pedagogy of Reading, Huey. Ten weeks, five hours per week.—Miss Frazee.

Course 6. Advanced Psychology.—Primarily this class studied psychology. The references to education and methods are incidental. It is believed that the power gained will manifest itself fully in the pedagogical instruction given later on. The class is expected to become acquainted with the leading texts and writers on the subject. A large number of tests and experiments are made and fully described by the students in laboratory sessions. Our psychological laboratory is well equipped and new apparatus is being added each term. Ten weeks, five to eight hours per week.—Dr. Kinnaman.

Course 7. General Educational Problems.—We believe that somewhere in his course the student should get the larger over-view of the field of education. Recently the class has used Horne's Philosophy of Education as a basis for the discussions. This has been supplemented by a series of lectures on the problems of superintending, administration and other essential school interests. Offered during the summer term, five hours per week.—Dr. Kinnaman.

Course 8. General Method—

1. The Process of Learning. Its universal law, as Estrangement, Removal of Limitations, Fundamental Moving of Mind. Its less general laws, including learning through perception, apperception, memory, imagination, association, induction, deduction. Stages of Learning.

2. The Process of Instruction, presupposing a knowledge of the learning process and knowledge and organization of the subject matter. The aim of instruction. The teaching process analyzed. A review of lesson structure. Assignment. The study period. The recitation. Devices, including the question. Mental steps. The Lecture. The written recitation. Review and drill. Tests and examinations. The work embraces significant chapters on the above subjects from the following texts: Elementary Education, Keith; The Educative Process, Bagley; The Problem of Method, Sandison; The Philosophy of Teaching, Tompkins; The Method of Recitation, McMurry; The Philosophy of Education, Rosenkranz. Ten weeks, five hours per week.—Miss Frazee.

Course 9. First Five Weeks, Special Method in Composition, using the following texts for reference: The Problem or Elementary Composition, Spaulding; The Teaching of English, Chubb; Letters and Letter Writing, Dye.

Second Five Weeks—Special Method in

Arithmetic. Reference texts, Psychology of Number, McClelland and Dewey; Representative Courses of Study in Arithmetic. Ten weeks, five hours per week.—Miss Frazee.

Course 10. History of Education. The course reviews the lives and systems of the leading educators of the past and traces the relation of educational development to the general development of the race. Emphasis is given to the modern writers and members of the class are required to investigate and write theses on the more important school systems of the present time. Ten weeks, five hours per week.—Mr. Stickles.

Course 11. Practice.—This work presupposes all the professional work offered in the course of study and comes near the end of the Life Certificate Course. It consists of the actual teaching of lessons to children in the Training School under the direction of the regular Training School teachers. Each student presents an average of four lessons a week. A written plan of each lesson is submitted for criticism before or at the time the lesson is taught. A discussion of general educational principles is held weekly by each Training School teacher with the practice students at work in her department. In addition to this study of educational principles there is some time given to a consideration of the course of study of the Training School. Twenty weeks.—Miss Frazee.

Course 12. Administration.—This course is open to students expecting to supervise as principals or superintendents. Ten weeks.—Dr. Kiunaman.

THE TRAINING SCHOOL.

The Training School comprises a division of the city schools of Bowling Green and consists for the present of grades one to six inclusive. Each grade is under the general supervision of the head of the Department of Method and Practice.

This arrangement insures to the student an economy in his work in the lines of Theory and Practice. Each is planned in such a way as to reinforce the other. This incorporation of an elementary school in the Normal School plan is highly essential to the best training of student teachers. It is to the Normal School what the laboratory is to the school for scientific investigation; the shop to the trade school. It affords the student of pedagogy the opportunity to see educational principles in their practical working out; to note modern educational devices in their operations and results; and to test and develop his skill in the actual work of teaching and managing a class.

The Training School is, within certain limitations, open to the students of the Normal School for work in Observation and Practice teaching.

DEPARTMENT OF SCIENCE.

FRED MUTCHLER. J. F. WETHINGTON.
W. J. CRAIG. W. S. TAYLOR.

Laboratories.—Four large rooms have been especially equipped with the latest improved apparatus for work in this department. In the biological laboratory are individual desks and lockers for fifty students. These desks are equipped with high-grade compound microscopes, knives, scissors, scalpels, slides and all instruments needed in ordinary courses. In addition we are now equipped with apparatus for demonstration and advanced student work. This apparatus consists of incubators, sterilizers, autoclav, microtome, centrifuge, and other things needed for high-grade work in physiology, histology and sanitary science. A splendid lantern has been installed, with both ordinary and microscopic projections which greatly facilitates work of instruction. A small dark room has been built, giving opportunity for making scientific photographs and lantern slides.

The Physical Laboratory is largely a workshop in which students make most apparatus used in experimental work. Work benches, wood and metal working tools are provided for this purpose. The student is allowed to take apparatus that he makes away with him in case he desires to do so. All of the simpler apparatus is furnished for each student, as his individual work may require. The more expensive pieces, such as vacuum tubes, induction coils, air pump, X-ray machine, wireless telegraph and other electrical apparatus have been installed and more are being constantly added.

Course 1. Physiology.—General study in recitation of cells, organs and systems of the human body. Laboratory demonstrations and studies of blood and circulation, muscular system and special senses. Opportunity is given for such dissections as the student's time permits. Ten weeks, five hours per week.—Dr. Mutchler.

Course 2. Physiology.—Study of general hygiene and sanitation. Prevention of our most common diseases, tuberculosis, typhoid fever, dysentery, diphtheria, malaria. Recitations and laboratory studies illustrating the properties of pure water, milk, air and food. This course contemplates the relation of the study of physiology to the problem of health. Ten weeks, five hours per week.—Dr. Mutchler.

Course 3. Physiology.—Special laboratory work and recitations. The nervous system and special senses. Careful dissection of the sheep's brain, eye and ear. Ten weeks, five hours per week.—Dr. Mutchler.

Course 4. Biology.—General survey of Plants and Animals as forces in nature. Life history and work of our common insects. Dissection and life relations of types of common animals, cyclops and other crustacea, clam,

earthworm, protozoa, frog, fish and bird. This is followed by a careful study of types of common plants, algae, fungi, mosses, ferns and flowering plants. Each student is required to do special work on some important species, showing its relation to agriculture, and the best means of handling it. The aim is to make the course a working one. Forty weeks, eight hours per week.—Dr. Mutchler.

Course 5. Nature Study.—Laboratory studies, recitations, conferences, and field work. Relation of nature study to practical problems of everyday life; forces of living nature that help to hinder material progress; laws of life as manifested in common plants and animals; things in nature that tend toward making life happier and fuller of meaning; correlation with elementary agriculture and industrial training; helpers in nature; birds; insectivorous animals: their protection; insect pests; parasitic fungi, injurious bacteria. Collection and arrangement of material for future use—mounting insects for school collections; identifying the common animals and plants; daily

record of his work. Two hours, four days each week for one term.—Mr. Craig.

Course 9. General Physics.—Sound, light, and electricity. Continuation of course 8. Laboratory and recitation, four hours, four days each week for one term.—Mr. Craig.

AGRICULTURE.

First Term. The Plant and the Soil.—(a) A study of the structure and physiology of plants in relation to growth, food supply and methods of reproduction. (Seed Selection.) (b) A study of the soil, as to origin, composition, kinds and management, the latter including problems of tillage, drainage, farm and commercial fertilizers and rotation of crops.—Dr. Mutchler and Mr. Taylor.

Second Term. Farm Crops and Their Culture and Protection.—(a) Special study of our staple cereals, grasses, legumes, tubers, fruits, etc. (b) Culture of crops embracing the preparation of the soil, selection, testing and planting of seeds and methods of cultivation. (c)



Line of Procession on Day the Corner Stone of New Building was Laid, February 26, 1910.
The Line of Students Reached from the Present Site to Normal Heights.

habits and life of birds; construction of aquaria, vivaria, etc. Ten weeks, five hours per week.—Dr. Mutchler.

Course 6. General Chemistry.—A study of the common elements and their compounds, including their symbols and formulae, with the nomenclature of the acids, bases and salts; spectrum analysis, reagents and reactions, and the development of the primary laws of chemical science. Special stress is laid on the general chemistry of plant and animal life. Two hours, recitation and laboratory, four days each week for one term.—Mr. Craig.

Course 7. Qualitative Analysis.—Analysis of bases and acids. Forty unknown solutions and solids. Two hours, recitation and laboratory, four days each week for one term.—Mr. Craig.

Course 8. General Physics.—A study of mechanics and heat. Recitations, lectures and solution of problems. Primary physical laws are developed by individual experiments in laboratory—each student keeping a careful

Protection of crops—a study of insect and fungous pests and methods of controlling them—weeds and their eradication—birds as the farmers' friends.—Dr. Mutchler and Mr. Taylor.

MATHEMATICS.

J. R. ALEXANDER.

R. H. MARSHALL.

The course in Mathematics is selected with the following definite ends in view: First, to prepare teachers of the subject; second, to give culture and development by means of rigid mental discipline. Third, to train the student to logically attack the everyday problems of life.

Arithmetic.—This course includes most of the subjects usually taught in Arithmetic. However, much of the obsolete matter given in the older text-books is excluded. The course is intended to develop the reasoning powers of the student by giving a comprehensive grasp of the principles involved, thus laying a broad foundation for the more advanced

mathematics, at the same time keeping in view the relation of the subject to commercial life. **Thirty weeks, five hours per week.**

Algebra.—In the beginning classes in Algebra an effort is made to make the transition from definite numbers to general numbers as easy as possible. The aim is to build naturally upon the arithmetic knowledge and experience of the student. With this in view, the early part of the course deals largely with concrete problems, gradually introducing the exercises in abstract manipulation. The formal logic of Algebra is not stressed till the student is in sympathy with the subject.

Graphs are used through the entire course to illustrate the principles of simultaneous and indeterminate equations, and also to locate the roots of the higher equations. **Thirty weeks, five hours per week.**

Course 1. Algebra.—Solution of concrete problems by means of simple equations. Meaning of positive and negative numbers. Algebraic symbolism. Type forms in multiplication and division. Factoring, highest common factor and least common multiple.

Course 2.—This course begins with fractions and continues through simple equations, simultaneous simple equations, involution and evolution. Stress is given to the graphic solution of simultaneous equations of two unknown quantities and indeterminate equations.

Course 3. Algebra.—Theory of exponents, radicals, quadratics, simultaneous quadratics, ratio, proportion, elementary work in variable and limits, use of logarithms, binomial theorem. Graphical work is presented in this course to aid in the development and interpretation of algebra.

Note.—While the above courses are all the work offered in mathematics in the regular course, opportunity will be given for those who desire further work to continue in the special courses, which are outlined further on in the catalog.

Geometry.—This subject is studied not only for the sake of the training it gives in logic and for the sake of the content of the subject matter, but being recognized as the science of exact expression, the student is required to be exact in every statement and accurate in drawing. The proof of every proposition must be an ideal chain of reasoning, developing independence of thought and accuracy of expression.

Course 1.—Geometry.—This course embraces the special propositions in the first three books of Wentworth's Plane Geometry, supplemented with original theorems, problems and other exercises.

Course 2. Geometry.—This course is confined to books IV and V, and original exercises embracing the entire subject of plane geometry. The student is required to prepare a note-book containing at least one hundred of these original theorems and problems neatly and accurately worked out.

Course 3. Geometry.—Solid Geometry, covering the remaining three books of the text used in other courses. The work here is largely supplemented by original exercises in mensuration of solids.

Note.—For additional work that may be elected in the Life Certificate course, consult the Special courses.

GEOGRAPHY.

R. P. GREEN.

The department of Geography has a room equipped with physical, political and forestry maps, topographic sheets, Geodetic and Coast Survey charts, maps and charts of the Mississippi River commission, Howell's Models of the United States and of Kentucky. Jones's Model of the Earth, a fair collection of common rocks and minerals and fossils. It has a collection of lantern slides illustrating the processes of erosion and land forms, and the use of the Stereopticon of the Department of Science. The following courses are offered. The first two are for those who have not had a strong course in the public school and for those who wish to review the subject. The second two are for those who have not had Physical Geography in the High School.

Course 1. Geography 1.—This course is a systematic study of the principles of Geography and the application of these principles of Geography to the continents of North and South America. Emphasis is placed upon the type of industries peculiar to each of the great physiographic regions of the United States and a detailed study of physical conditions, climate, surface, drainage, forests, inhabitants, industries, resources, commerce and cities and their development, is made of each continent.

Course 2. Geography 2.—This course applies the result of course 1 to the conditions of the regions of Eurasia, Africa and Australia. The nations of Europe receive emphasis. Comparisons are made with America as to coast-line surface, climate and industries. The type study is continued.

Course 3. Ph. Geography 1.—In this course, the major part of the work is devoted to the consideration of the earth as planet, land and its structure, the forms of relief, processes of erosion, land forms resulting from these processes. Some time is devoted to the study of models, globes, charts and maps and their interpretation. The field work consists of excursions to Big Barren River, Lost River, White Stone Quarry and Mammoth Cave.

Course 4. Ph. Geography 2.—Recitation on the atmosphere and its composition, isolation and temperature, pressure and atmospheric convection and circulation, rainfall, and humidity, the distribution of climatic elements and belts. Observations of the weather are made and records are kept. The United States Weather Bureau supplies the department with



Sections of Stone Columns Used at Entrance
Auditorium and Administration Building

the daily weather maps and reports, which are a great value to the students. The last three weeks are devoted to the study of plant and animal. Response to the geographic conditions and the factors in their distribution, also to the effect of topography and climate upon the distribution and developments of human societies, industries and institutions. Ten weeks, five hours per week.

Course 5.—Industrial or Commercial Geography will study the chief products of the mines, forests, farms and factories. Their production and preparation for markets, the agencies of marketing, and the study of the natural resources of the United States.

HISTORY AND SOCIOLOGY.

A. M. STICKLES.

V. O. GILBERT.

History is the growing life of the people and besides the mental discipline given by the subject, it is offered for its high cultural qualities and because it makes for best citizenship. Our library is being well equipped so as to enable students to enrich their work by special investigation. The following is offered and required of graduates of the different courses:

Course 1. Civil Government.—The purpose of this course is to interpret the State and National Constitution, give a better knowledge of the obligations and privileges of citizenship, and to inspire higher ideals and better standards in the schools of the State. Attention will be given to the rise and development of political parties, and living present-day questions and issues will be discussed. Ten weeks, daily.—Mr. Gilbert.

Course 2. English History.—This is a brief course of England, with emphasis laid in that part of her history directly affecting America. Whenever at all practical, it is urged to precede the study of American History. Offered

daily, alternate terms, throughout the year. Mr. Stickles.

Course 3. American History.—In the first term in this subject it is proposed to study exploration and colonization, both from standpoint of Europe and the New World; to see how out of our colonial life grew our present institutions and government. This course extends to about 1890. Offered daily three terms each year.—Mr. Stickles.

Course 4. American History.—The work is a continuation of the first term giving a survey of American life through the nineteenth century up to date. Attention is particularly directed to the interpretation of the constitution and the growth of nationality. Offered daily, four terms each year.—Mr. Stickles.

Course 5. Sociology.—An elementary course is offered in this subject to enable the student to see something of the fundamental laws underlying society and to open his eyes to social conditions about him. Besides text-book work every student makes a special investigation of some subject of his own choosing and writes a thesis upon it. Spring term. Ten weeks, five hours per week.—Mr. Stickles.

Course 6. General History.—I. Greece.—In this course attention is given to the land and people of this early classical civilization. The rise of republican government, of art, architecture and philosophy are particularly noted. Offered daily, fall and summer term.—Mr. Stickles.

II. Rome.—Among all early nations Rome stands pre-eminently for law and government. The rise and fall of the republic, then the empire with its changes, the gradual decay and causes for its downfall and the effect of Rome on her conquerors are especially emphasized. Offered daily, second fall term.—Mr. Stickles.

III. Middle Ages.—Following the downfall of Rome to the barbarism of northern and eastern Europe, this course is meant to show



A Glimpse of Barren River
Near the Wharf.

how advancing civilization among the different people gradually led to the rise of modern nations. The rise of the church, her conflict with the secular powers, Feudalism, the Crusade and Renaissance are especially emphasized. Daily, second winter term.—Mr. Stickles.

IV. Modern History.—Beginning with the rise of Protestantism, this course aims to collect and organize the different historical movements that led to the unity of leading nations and made the Europe of to-day. Special attention is given to the social, political and economic questions of the present in their relation to America. Daily, spring term.—Mr. Stickles.

Note.—Additional courses may be elected for some of the subjects set down here.

DEPARTMENTS OF ENGLISH GRAMMAR, READING, COMPOSITION, RHET- ORIC AND LITERATURE.

J. M. GUILLIAMS.
MATTY REID.

J. H. CLAGETT.
V. O. GILBERT.

Reading and Expression.—Twenty weeks are devoted to this subject. The end in view is to so instruct and train the pupil that he will be able at the completion of the course to comprehend readily and accurately a page of ordinarily difficult English and to express it, if need be, with ease and a fair degree of elegance.

Course 1. Reading. The first term is devoted to daily practice in reading, together with a careful study of phonics and the essentials of voice: Form, quality, stress, pitch, force, quantity and movement.

These are as essential to the reader as is the multiplication table to the mathematician; yet, how rare the knowledge of them among the graduates of the public schools.

Daily drill is given in the mechanics of reading: Articulation, enunciation, position of body, breathing, etc.

Voice culture receives attention. Proper exercises are given to develop the voice and make it pure, resonant, rich and pleasing.

The thought side of reading receives constant attention. The pupil is made to comprehend that reading is thinking—not necessarily the author's thoughts, but the pupil's own thoughts. Ten weeks, five hours per week.—Miss Reid.

Course 2. Reading.—The second term is devoted largely to expression, voice culture and physical development.

During the first five weeks of the term the students receive daily drill in a series of free gymnastics whose end is to give freedom and grace in bodily movement, together with increased lung power, purity and perfection of voice.

The vocal elements are carefully reviewed. The position of the vocal organs in producing each of the vocal elements is carefully stud-

ied and practiced. Almost daily practice is given in memorizing and reciting selections that exemplify the leading varieties of literary style.

From the beginning the pupil is taught that impression must precede expression; that expression is not a matter of imitation, but is the result of conception, thought and feeling; that to be successful in expression requires the student to be sincere, earnest, thoughtful.

Throughout the entire course frequent instruction is given on plans of teaching reading in the public schools, how to remedy defects and master difficulties that the teacher is likely to meet. Ten weeks, five hours per week.—Mr. Williams

Course 3. Composition.—A preliminary course in which stress is laid on pronunciation, the sentence, the paragraph. Ten weeks, five hours per week.—Mr. Gilbert.

Course 4. Grammar.—The work of the first term has for its chief aim to acquaint the pupil with language as a vehicle of thought and to give him a working knowledge of written and oral forms of expressions. Incidentally he learns what the sentence is and that it is made up of certain elements. He becomes familiar with those elements and their correct use.

Much time is given to the forms of composition, especially letter writing. The parts of speech are learned inductively. The definitions and classes and properties of the parts of speech receive proper attention. Much time is spent in drill on correct forms where there is a tendency to err on the student's part.—Miss Reid.

Course 5. Grammar 2.—The second term is devoted entirely to the study of the parts of speech. Careful attention is given to the classification and properties of the parts of speech. Inflection receives special care. Students are encouraged to note whatever errors they may have acquired and to supplant the error with the correct form.

Great care is used in defining. The art in definition and classification receive special attention.

Students are encouraged to consult numerous text-books and to discuss each topic from the viewpoints of several authors. Reconciling the opposing opinions of different authors receives due attention.

Much time is given to written and oral parsing. No better exercise to give the student ready and accurate understanding has yet been invented. Composing sentences to illustrate the various constructions of the different parts of speech receives almost daily attention.—Mr. Williams.

Course 6. Grammar 3.—The first two or three weeks of the third term are devoted to a careful study of infinitives and participles.

The remainder of the term is devoted to the analysis of the English Sentence. The sentence is studied from the standpoint of Psychol-

ogy and Logic. Its forms and elements are carefully noted and classified. The subject is so taught as to necessitate on the student's part, careful thought and accurate expression in clear, concise, forcible English.

Our library contains a large number of the best English grammars and works on language. The students who have daily access to the great stores of grammatical and linguistic knowledge will make progress not dreamed of by those who study a single text. **Ten weeks, five hours per week.**—Mr. Guilleams.

Course 7. English I. Composition.—The design of this course is to lay the foundation for a thorough English Course. The different forms of Composition are studied; and the student is enabled to develop his own style of expression, by writing brief daily themes.

A study of the principles of poetry drills in scansion are given preparatory to English II. Text-books and Hubbard.—Miss Reid.

Course 8. English II. American Literature.—The text used is Painter, supplemented by selections from the leading authors. A weekly theme is required on subjects drawn from these selections. **Ten weeks, five hours per week.**—Miss Reid.

Course 9. English III. Rhetoric 1.—This course is confined to pure Narration and pure Description. The work is based on Kavanah and Beatty's text and realizes the indissoluble bond that makes one of Rhetoric, Literature and Criticism. **Ten weeks, five hours per week.**—Mr. Clagett.

Course 10. English IV. Rhetoric 2.—In this course themes are required combining Narration and Description; Exposition and Argumentation are studied, the former with a good degree of thoroughness. Text used, Kavanah and Beatty, supplemented with "Geung's Principles of Rhetoric." All the themes in the two Rhetoric courses are discussed piecemeal in the class, a potent appeal to the literary and critical sense of the pupils. **Ten weeks, five hours per week.**—Mr. Clagett.

Course 11. English V. English Literature 1.—History of English Literature to 1875. Text, Painter supplemented by Styles' "From Milton to Tennyson." Weekly Themes. **Ten weeks, five hours per week.**—Mr. Clagett.

Course 12. English VI. English Literature 2.—The Romantic and Victorian Periods, with special stress on Tennyson. In 10 and 11 all the poems in Styles' collection are read and many of them carefully studied. Weekly Themes. **Ten weeks, five hours per week.**—Mr. Clagett.

Course 13. English VII. Advanced Classics 1.—Shakespeare. One play minutely studied to familiarize the student with Shakespeare's words and phraseology and put him on his guard against accepting surface meanings. Weekly Themes. **Ten weeks, five hours per week.**—Mr. Clagett.

Course 14. English VIII. Advanced Classics 2.—Shakespeare. A number of plays are read

with a view of studying Characterization and Plot. Mr. Moulton's plot outlines are discussed. Weekly Themes. **Ten weeks, five hours per week.**—Mr. Clagett.

Milton or Browning, Corson's Introduction, may be substituted for Shakespeare this term.

DEPARTMENT OF ANCIENT AND MODERN LANGUAGES.

M. A. LEIPER.

Latin.—Primarily a study of the Latin must concern itself with the acquisition of the syntax and grammar of the language. In addition to this, however, there should be introduced the humanistic or cultural aspect, that of making it a key to the treasures of all ancient literature and life. It is indispensable to the student who desires a full knowledge of the English and its etymology, and has no equal in the development of the reasoning faculty of the mind. These and other such ideas shape the character of the work done in this department. The following courses are regularly offered. Courses 1 and 2 are required in the Intermediate Certificate course. Additional work from the Special courses may be elected in the Life Certificate year.

Course 1. Beginners Latin.—Five hours each week, twenty weeks. Pearson's Essentials of Latin. This text is completed in eighteen weeks, leaving two weeks for the reading of simple passages in Caesar. Tabulated lists of all case constructions and subordinate clauses are made as the student advances. Special attention is given to pronunciation, vocabulary and the derivation of English words from Latin roots.

Course 2. Caesar, books I-V.—Five hours each week, thirty weeks. Greenough, D'Ooge and Daniel's "Second Year Latin"; Allen and Greenough's Latin Grammar. The first ten weeks are devoted primarily to acquiring the fundamental principles of syntax and sentence structure, especially the subordinate clause. Later larger matters, such as a comparison of the Latin and English idiom, transposition of indirect to direct discourse, facility of phraseology in translation, will be introduced. One hour a week will be devoted to sight translation, philology and prose composition. Occasionally half-hours of this time will be given to discussions of Caesar's life and character as a statesman and general, the military tactics and composition of his army, the Germans and Gauls. Roman social and political life, etc. Fowler's Caesar, a biography, will be read through by each member of the class, and Judson's Caesar's Army and Preston and Dodge's Private Life of the Romans will be used as books of reference. (For further Courses in Latin see "Special Courses.")

DEPARTMENT OF DRAWING AND PEN-MANSHIP.

A. C. WEBB.

Two terms are required in Drawing. The

first is devoted to shading and color drawing, using charcoal, color crayons and water colors. Some attention is given to blackboard drawing and to methods of presenting the subject in public schools.

The second term is given over to work with the pencil, involving perspective, and sketching directly from objects or from nature.

Penmanship.—Much attention is given to this neglected and very necessary branch of public school life.

While methods of teaching, grading and systematizing the work for the different grades are discussed and explained, a thorough course in form and movement is given to develop a practical, business style of penmanship. Each student receives individual instruction, so improvement is rapid and few students are required to spend more than one term in the penmanship department.

Those who show talent and desire to fit themselves for special work, receive special attention.

SPECIAL COURSES.

The management of the State Normal has noted the presence of a rapidly increasing number of students that have partly completed the Advanced Course. This irregularity results in part from part-year attendance and from the fact that there are returning and desiring to return many students of the old Southern Normal who completed or partly completed the Scientific and Classic Courses. It seems imperative, therefore, to offer desirable courses, so arranged that the student can select from them suitable subjects to equal this remaining work of his regular course, and thus give him a full program for his last year and at the same time add to his usefulness as a teacher.

The further necessity of such courses appears when it is understood that the professional work cannot possibly be taken in less than a school year, and regularly requires at least two years. For the most part, the class work in these subjects will be supplemented with ample discussions of methods of teaching them. Generally these courses can be taken up only at the beginning of the school year in September, though parts of some of them may be taken up at other times. Each course contemplates a full year's work. This work is all of high order, and furnishes an excellent opportunity for those desiring to prepare to teach any of these subjects in the High Schools and lower colleges.

EDUCATION.

MISS LAURA FRAZEE.

1. Current Education Theories.
2. Social Aspect of Education.
3. Educational Classics.

PSYCHOLOGY AND LOGIC.

DR. KINNAMAN.

Psychology.—Class-room work, three hours a week for forty weeks.

Physiological and Experimental Psychology (laboratory work). From two to six hours a week for forty weeks.

Logic.—Five hours a week for ten weeks.

GEOGRAPHY AND GEOLOGY.

MR. GREEN.

Course I. Principles of Geography.—Plant, animal and human societies in relation to environment. Study of geographic conditions which have influenced history and commerce. Their importance as compared to non-geographic factors. Conditions of commerce. Organization of industry.

Course II. Regional Geography — North America.—Physiography, natural resources of continent and the influence of geographic features upon inhabitants.

Course III.—Dynamic Geology — Advanced Physiology.—Forces and processes that have shaped the earth's crust. Types of land and landscapes.

Course IV. Structural and Stratigraphic Geology.—The material of the earth's crust, its arrangement and distribution in time. Historical Geology.

Two hours each week will be given to study of common rock and mineral, and also to identification of fossils of this vicinity.

HISTORY.

MR. STICKLES.

American History—

Colonial History (1492-1750).
Formation of the Union (1750-1829).
Division and Reunion (1829-1908).
American Diplomacy (1789-to date).
Political Parties and Party Problems. (Will be offered in the Summer Term.)

European History—

Centralized Governments and the Renaissance.
The Reformation (1500-1648).
England—The Commonwealth to the American Revolution (1650-1783).
The French Revolution (1789-1815).
Europe in the Nineteenth Century. (Will be offered in the Summer Term.)

Economics and Sociology—

Political Economy Besides introductory work, special attention will be given to money, banking and tariff.

Anthropology and Sociology.

ADVANCED ENGLISH.

MR. CLAGETT.

1. Art of the short story.
2. The novel. . .
3. Verse structure.
4. Teaching English in the High School.

LANGUAGE.

MR. LEIPER.

Course 1. Cicero.—Three Orations, Select Letters, and the De Senectute. **Five hours each week, twenty weeks**, beginning in September. One hour each week will be given to Prose Composition and to general discussions on the History of Oratory and Cicero's life and contributions to the fields of Oratory, Philosophy, Language, Letters and Statesmanship. Strachan-Davidson's Cicero, a biography, will be read through by each member of the class. Sears' History of Oratory and Grenidge's Roman Public Life will be used as works of reference.

Course 2. Vergil, books I, II, III, VI (IV, V read in English translation). Knapp's Vergil. **Five hours each week, thirty weeks**. This course will embody a thorough study of Mythology and the scansion of the Dactylic hexameter. Discussions will be held occasionally bearing on the history of the Epic, Vergil's life, works, purposes in writing the Aeneid and other such matters. Two papers of 1,000 words each will be required of each student during the course. Sellar's Roman Poets-Vergil, Comparetti's Vergil in the Middle Ages will be used as works of reference.

Course 3. Livy, books I, XXI, XXII.—Burton's Livy. **Five hours each week, twenty weeks**. One hour each week will be devoted to advanced Prose Composition and to a discussion of Livy's life, character and value of his history, Roman and Greek historians and their work. Ihne's Early Rome and Mommsen's Rome will be used as parallel reading.

Course 4. Horace.—Odes, and extracts from Epodes, Satires and Epistles, Smith and Greenough's Horace. **Five hours each week, ten weeks**. The history of lyric poetry and poets, both Greek and Roman, will be covered by lectures, and the scansion of the principal meters used by Horace emphasized.

Course 5. Tacitus; Extracts from Annales and Historiae.—**Five hours each week, ten weeks**. Special attention will be paid to the difference between the Classical, or Ciceronian and the later, or Silver Latin. A brief survey of the history of the Empire from Tiberius to 200 A.D., using Gibbon's Roman Empire as a basis, will be given.

Course 6. Plautus; one drama.—**Five hours each week, ten weeks**. The development of the drama, the history of the theater and Plautus' life and place as the father of the drama will be covered in lectures and discussions.

Course 7.—A course consisting of lectures, papers and conferences intended for those expecting to teach Caesar, Cicero and Vergil in High Schools will be given one hour each week through two terms. This must follow Course 2. The various problems of the High School teacher of Latin, such as text-books, methods of instruction etc., will be thoroughly discussed. A brief but thorough resume will be given of the lives and writings of the above authors, as well as the political history, literature, and private life of the first century B.C. Lectures will be given on many subjects, such as ancient books and book-making, Greek and Roman art and sculpture, Latin Epigraphy, Ancient Manuscripts and Textual Criticism. During the Summer Term of 1911 a special course in the teaching of Caesar will be offered.

GREEK.

Course 1. Beginners' Greek, three terms.

Course 2. Anabasis, three books, two terms, the second of which will be a summer term.

This course is intended merely to give the teacher of Latin a broader classical outlook and a stronger background for his work.

FRENCH AND GERMAN.

A course of work consisting of Grammar and composition work and translation of short stories will be given in either of these languages when there is sufficient demand.

BIOLOGY.

DR. MUTCHLER.

These courses are intended to meet the needs of students who have in mind preparing themselves to teach Biology in the High Schools or Academies of the State. Those desiring to enter the medical profession after teaching a few years will find the work of great value to them.

Course 1. Bacteriology, Histology and Experimental Physiology.—**Two lectures and six hours laboratory work per week for forty weeks**.

Course 2. Entomology, Zoology and Botany.—**Two lectures and six hours laboratory work per week for forty weeks**.

The Biological Laboratory is being equipped with modern apparatus for this work.

PHYSICS.

MR. CRAIG.

This course presupposes a year's work in High School physics, or the introductory course in the Normal School; also a working knowledge of Geometry.

Mechanics.—**Ten weeks**.

Heat, Light and Sound.—**Twenty weeks**.

Electricity and Magnetism.—**Ten weeks**.

Two lectures a week will be given and six hours a week laboratory work required during

the entire time. This course is designed to prepare students for teaching the subject in Elementary High Schools. Special instruction will be given in method and in planning and making simple physical apparatus.

CHEMISTRY.

Advanced Chemistry.—One year.

Open to students who have had at least the State Diploma Course, or a general knowledge of Inorganic Chemistry.

Qualitative Analysis.—Twenty weeks.

General Organic Chemistry, Physiological and Industrial Chemistry.—Twenty weeks.

Two lectures a week will be given and two hours laboratory work per week will be required in the above courses.

HIGHER MATHEMATICS.

MR. ALEXANDER.

First Year.—College Algebra, two terms. Plane and Spherical Trigonometry, Plane Surveying.

Second Year.—Calculus, Mathematical Astronomy or Mechanics.

This course is designed for those who have completed the preceding course.

PHILOSOPHY AND ETHICS.

COL. GUILLIAMS.

Philosophy.—Three periods per week for thirty weeks.

The aim of this course is to acquaint the student with the great thinkers and the problems with which they have struggled from the rise of Greek thought to the present time.

A standard text will be used as a basis for discussion. Each student will be expected to do supplementary reading and to prepare two or more essays on Philosophical topics.

Ethics.—Two periods per week for thirty weeks.

A standard text will be used. Much supplementary reading in standard texts will be required. Numerous concrete problems will be offered for solution and discussion. Two or more essays on ethical topics will be required of each student.

COURSE IN AGRICULTURE.

Unexcelled Opportunities Offered Young People Who Desire Practical Work in Agriculture.

The Western Normal will hereafter offer practical work in Elementary Agriculture. We give below an outline of a one year's course, which has been arranged by the institution. A faculty of experts who have had extensive and practical training for this character of work has been employed to do the teaching. Dr. Fred Mutchler, head of the Department of Science, will have general supervision of the work.

The course of study embraces class instruction, field studies and laboratory demonstrations in the following subjects:

1. General Principles of Agriculture and Farm Management.
2. Agricultural Chemistry.
3. Agricultural Physics and Farm Mechanics.
4. Physical Geography and Geography and Geology.
5. Rural Hygiene and Sanitation.
6. Practical Biology.
7. Farm Practice.

Course 1. The Plant and the Soil.

(a) A study of the structure and physiology of plants in relation to growth, food supply and methods of reproduction. (Seed Selection.)

(b) A study of the soil, as to origin, composition, kinds and management, the latter including problems of tillage, drainage, farm and commercial fertilizers and rotation of crops.

Course 2. Farm Crops and their Culture and Protection.

(a) Special study of our staple cereals, grasses, legumes, tubers, fruits, etc.

(b) Culture of crops, embracing the preparation of the soil, selection, testing and planting of seeds and methods of cultivation.

(c) Protection of crops—a study of insects and fungous pests and methods of controlling them. Weeds and their eradication. Birds as the farmers' friends.

Course 3. Domestic Animals.

(a) Types: A study of the various breeds of horses, cattle, sheep, goats, swine, poultry and bees.

(b) Care and Management: Involving feeding, water supply, exercise, cleanliness and general hygiene.

Course 4. Farm Engineering.

(a) Farm Plans: Size of the farm for intensification or extension farming; location of buildings, fences, drains and roads.

(b) Construction of Buildings (house, barn and outbuildings), water system, sewage system and roads.

Course 5. Rural Hygiene and Sanitation.

A thorough study of germ life and sanitary laws in relation to rural condition. Special attention is given to the general arrangement of all farm buildings, with a careful study of the principles of ventilation and hygiene. The problem of pure milk, the study of infectious diseases among livestock and the hygiene of the rural home will be given careful consideration of this course.

Course 6. Biology.

General survey of plants and animals as forces of nature. Life history and work of our common insects. Dissection and life relations

of types of common animals, cyclops and other crustacea, clam, earthworm, protozoa, frog, fish and bird.

Each student is required to do special work on some important species, showing its relation to agriculture, and the best means of handling it. The aim is to make the course a working one. Forty weeks, eight hours per week.

Physics.

Course 1. General Physics.—A study of mechanics and heat. Recitation, lectures and solution of problems. Primary physical laws are developed by individual experiments in laboratory—each student keeping a careful record of his work. Two hours, four days each week for one term.

Course 2. General Physics.—Sound, light and electricity. Continuation of course. Laboratory and recitation. Two hours, five days each week for one term.

Course 3. Soil Physics.—Chiefly a laboratory course to cover such phases of the subjects as physical forces in soils; the conservation of moisture; temperature; drainage; strength; farm materials; principles of construction, farm implements, motors, engines, etc. Two hours, five days each week for one term.

Chemistry.

Course 1. Agricultural Chemistry.—Designed for students of elementary agriculture, covering the field of general inorganic chemistry and emphasizing the following divisions of the subject: The common compound and elementary gases, air, water, basic oxides, acids and salts; all the metallic and non-metal elements commonly found in soils; the laws of chemical combination and the more important organic compounds involved in a study of plant and animal life. A note book of the laboratory records carefully kept is required. Two hours, recitation and laboratory, five days each week.

Course 2. Qualitative Analysis.—Analysis of bases and acids. Forty unknown solutions and solids. Two hours, recitation and laboratory, four days each week for one term.

Physical Geography.

Course 1. Geography.—In this course, the major part of the work is devoted to the consideration of the earth as a planet, land and its structure, the forms of relief, processes of erosion, land forms resulting from these processes. Some time is devoted to study of models, globes, charts and maps and their interpretation. The field work consists of excursions to Big Barren River, Lost River, White Stone Quarry and Mammoth Cave.

Course 2. Geography.—Recitation on atmosphere and its composition, insolation and temperature, pressure and atmospheric convection and circulation, rainfall and humidity, the distribution of climatic elements and belts.

Observation of the weather are made and records are kept. The United States Weather Bureau supplies the department with the daily weather maps and reports, which are a great value to the students. The last three weeks are devoted to the study of plant and animal response to the geographic conditions and the factors in their distribution, also to the effect of topography and climate upon the distribution and development of human societies, industries and institutions. Ten weeks, five hours per week.

FARM PRACTICE.

This course continues throughout the entire year, and it is intended here to give the student an opportunity to apply the work of all the other courses. A well-equipped farm or one hundred forty acres is given over to this work. Here the student will be constantly required to put to test his ability to solve agricultural problems. The United States Department of Agriculture has constantly under cultivation several acres of land in experimental plots. The result of their work is at our disposal at all times.

Fertilizer tests, selection of seeds, methods of preparing seed beds, problems in tillage, culture of fruits and vegetables and in fact, the scope of the entire course of study will be worked out by the student in the Farm Practice course.

An orchard will be set out this fall by the students. This will give opportunity for the study of this neglected problem. These trees will be cultivated, pruned and sprayed by the students.

In addition to the general farm practice work, each student will be given a plat of land for which he alone is held responsible. He will be required to do all the work on an improved plan—this giving an opportunity to show what he can do.

THE SCHOOL FARM.

In connection with the courses in Agriculture to be offered at the Normal School, the farm will be developed. The school has acquired about 125 acres of land adjoining the new building site that is admirably suited for this purpose. It will be possible here to perform some practical experiments in Agriculture and Horticulture. Experimental plots will be laid out here upon which students can do practical work under the direction of trained instructors. The object of these experiments will be to demonstrate the best and most practical crops for our State, the most efficient fertilizers for growing such crops and the most effective means of tilling the soil. These experiments will include the enriching of the soil with green fertilizers, manures, and commercial fertilizers. We expect to make this a model farm in order that the teachers who will sooner or later be asked to teach Elementary Agriculture will have not only a

theoretical basis for doing the work, but a practical one as well.

We are planning now to set out a small orchard in the near future. Our student-body will be given opportunities to study the preparation of the ground, the setting of the trees, as well as the treatment extended, such as pruning, spraying, etc. In order to help the fruit-growing industry of the State and to give our people practical experience that will enable them to give instruction along this line, the institution has recently purchased a first-class power sprayer. This machine will be in operation practically throughout the season and will at all times be at the service of the institution for the purpose of demonstration to the classes in Agriculture and those interested in such work. We believe that the test of the efficiency of any course of study is its relation and application to the needs of the people of any community, and we believe that our sys-

tem of Agricultural education can do most for the people of the State, if the institution puts before its students in addition to the practical and theoretical the added opportunity of practical demonstration in our own school community. We expect that this farm, as it develops, will be an important contribution to our school life because of the opportunity given our students to do and see practical work along agricultural lines that are most practical.

We hope further to establish a closer relation between the school and the agricultural industry of the State by doing all that we can to make this department of our work directly beneficial to the community. The farm with its teams and all its agricultural implements is always at the service of the purposeful students and interested citizens for any work in which we have any control or that is within our power to help along with.



CORN FIELD, NORMAL SCHOOL FARM.

Fifty Bushels per Acre on Poor Land. Result of Selected Seed and Careful Cultivation.

SCHOOL OF MUSIC

FRANZ J. STRAHM, Dean.

ANNOUNCEMENTS 1910-1911.

With the opening of the fall term of the State Normal School the School of Music was inaugurated as one of its numerous activities. It is the purpose of the authorities to make of this new department a school that will not only be our local pride, but one that will be a real credit to the State of Kentucky, and ultimately to make it the equal of any School of Music in the country. The plan for its management contemplates that it will be self-sustaining and in the end an income to the Commonwealth of Kentucky.

Franz J. Strahm, former President Tennessee Academy of Music; Director of Music Monteagle Assembly, 1908-'09-'10; Organist and Choir Director Woodland Street Presbyterian Church, Nashville, Tenn., has been one of the most prominent of Nashville musicians for eighteen years. A native of Germany, he was reared in a musical atmosphere, and from early childhood received a thorough musical training through his father and sister, both of whom were musicians of ability. But few musicians have had such opportunity for study and instruction. For years he studied at the Church Music School, Freiburg-Baden, with the Rev. G. Schweitzer (a well-known writer of Catholic music), and later with William Popp, who is now Director of the great Vienna Conservatory. He finally entered the Royal Conservatory at Sondershausen, where he studied under Prof. Carl Schroeder, Alfred Reisenauer and Adolph Schuitze, men of international reputation as musicians and instructors.

Mr. Strahm's talents were recognized by his teachers, and he thus secured an engagement as Violin player in the Royal Court Orchestra at Sondershausen, enabling him to make his own way and complete his musical education.

Mr. Strahm came direct from Germany to the South and is well known as a teacher of Piano, Violin and Organ; his thorough musical knowledge has been demonstrated as Pianist, Organist, Violinist; and as a Chorus and Orchestra Director his name is well known; the reputation worked up by Mr. Strahm is solely one of merit, no misleading statements, no promises of Certificates or Diplomas being given, or any catchy method or idea employed, which so often appeals to the uninitiated; only a first-class musical education is promised to those who are willing to work.

Mr. Strahm is recognized as a musician in every respect. His twenty-four years' experience as a teacher enables him to give his pupils a musical knowledge which otherwise could not be gained. Parents who trust their children under the care of Mr. Strahm, or any student of music who wishes the highest musical instructions—which are: Practical, Theoretical, Asthetic—will have a splendid opportunity here.

The management of the State Normal School has appointed a new teacher of Vocal Culture. Mrs. Marshall Settle is the teacher selected from a large number of excellent available candidates.

Mrs. Settle is a singer of very considerable experience in several parts of the country. She has a high dramatic soprano voice of excellent quality and range. Her teaching work has been very successful. Her work in Nashville as singer and teacher is thought of very highly.

The School of Music offers exceptional advantages for the serious study of music as a profession, or for its cultural value. As the ability to perform, to sing, or to play should be based on a real knowledge of music itself, all students in regular courses carrying a certificate or diploma are required to satisfactorily complete the work in musical structure, sight-singing, sight-playing, ear-training, history of music, etc., in addition to the mastery of their chosen instrument. A perusal of the courses outlined will show that the work of the school is very broad in its requirements and educationally comprehensive.

Definite courses are offered in the School of Music. COURSE A is a five-months' course (two terms of ten weeks) in public school music. COURSE B is a year's course (four terms of ten weeks each) for public school music supervisors. The other courses are conservatory courses of, respectively, two, three and four years' duration for special students in piano, voice or violin, for either one or two private lessons per week.

COURSE A.—PUBLIC SCHOOL MUSIC.

Five classes per week in sight-singing, music structure and methods.

This course is free to all regularly appointed students of the school. Non-appointees and non-residents of Kentucky may take this course upon payment of a tuition fee of ten dollars (\$10) a term.

The work covers the construction of the major and minor scales, of the common triads and inversions, time and rhythm, notation and school-room methods. Before receiving credit for the work in this course students must pass a satisfactory examination.

COURSE B.—FOR PUBLIC SCHOOL MUSIC SUPERVISORS.

For admission to this course students must have had at least two years' regular high school work or its equivalent. In addition to these requirements, the candidates must have a fair ear for music, and be able to sing and play at sight ordinary hymns. The outline of the course is as follows:

Four classes per week in music structure, sight-singing, ear training, methods and history of music; two hours per week in English, three in psychology and one in forensics; in addition, the student must take one private lesson per week in voice or piano.

REGULAR CONSERVATORY COURSE.

The Regular Course of study in piano and violin is divided into three classes:

1. Preparatory class.
2. Teachers' certificate class.
3. Graduating class.

PIANO DEPARTMENT, PREPARATORY CLASS.

Damm Piano School, Schmitt, op. 16, a; Loeschhorn Studies, op. 65, I, II, III; National Grade Course, Book I, II; Herz Finger Exercises and Scales; Wolff, The Little Pischna; Koehler, Bertini, Heller Studies, etc. Sonatas by Clementi, Kwhlau, Haydn and different classic and modern compositions, according to the ability of the pupil.

TEACHERS' CERTIFICATE CLASS.

After finishing above course, which requires generally three years of study, the pupil enters the Teachers' Certificate class; the principal studies are:

Czerny's 40 Daily Exercises; Loeschhorn Studies, op. 66 and 67; Czerny's School of Velocity; Heller's Preludes and Rhythmical Studies; Cramer Studies, op. 84, Buelow edition; Bach's Preludes and Invention; Compositions by Mendelsohn, Jensen, Mozart, Hummel, Beethoven Sonatas, Chopin, Weber, Liszt, Schumann, etc. This course generally requires two years of study in addition to the Preparatory Course.

The pupil is required to study Harmony of Music and to play at commencement a classic composition from memory.

GRADUATING CLASS.

Pischna 60 Studies, Clementi, Gradus ad Parnassum; Czerny, The School of the Virtuoso (complete); Moscheles Etudes, op. 70; Bach's

Well Tempered Clavirchord; Chopin Etudes; Schumann; Henselt Studies; Beethoven Sonatas; compositions by Liszt, Schubert, Grieg, Tschalkowsky, Rubenstein, Wagner, Brahms, etc., Study of Harmony. This course requires an addition of, generally, two years to the Certificate Course, depending on the pupil's talent and qualification.

The pupil in this class is required to play well at sight, to play accompaniments with soles, vocal and instrumental, and to give at commencement of not less than three standard classic compositions from memory.

MUSIC CERTIFICATES AND DIPLOMAS.

A Teachers' Certificate, or a Diploma, will be awarded on the completion of the full course as stated above. The requirements are full course in Instrumental or in Voice Music, Study of Theory, Harmony, Thorough Bass, and Music History; Vocal and Elocution course.

PIPE ORGAN.

Pupils must have finished Preparatory course in Piano before beginning the Organ.

Course of Study.

A short course of lectures and reading on the Organ construction, the acquisition of a correct Organ touch upon the manuals, First Studies in Pedal Playing, Hymn-tune playing, the construction of Interludes, Modulations and Registrations. Rink's Organ School.

THEORY AND HARMONY OF MUSIC.

Theory.

This course includes the elements of acoustics and tone quality; accent (natural and artificial), rhythm, and tempo; outlines of motive transformation and thematic treatment; practical work in the explanation and analysis of musical form, a brief description of Orchestral Instruments, the relation of music to other departments of art; in short, to make the student intelligent concerning all the general laws and principles that underlie music as a science and as an art.

Harmony.

Iadasohn's Harmony of Music, based on strictly pedagogic principles, combines the modern progressive modes of teaching. A Special Correspondence Course can be arranged for. The course leads to Teachers' Certificate. Examinations in Iadasohn's Harmony in the whole first part of the Chapter XVI must be passed.

Graduation in Harmony.

Complete course of Iadasohn's Harmony of Music, passing satisfactory examination in figured bass, also harmonizing of given Melodies.

COURSE IN VOICE TRAINING.**First Year.**

Principles of breathing.
Tone Production. Voice Placing. Elementary Vocalises. Concone, fifty lessons.
Simple Songs for phrasing and enunciation.
Sight reading.

Second Year.

Elements of voice building continued.
Scales, arpeggios. Exercises by Bonoldi.
Concone, op. 11. Shakespeare. Songs of medium grades from best composers.
Sight reading.

Third Year.

Continuation of Exercises. Sieber, Panofka. Shakespeare, Book 3. Songs from Oratoric and Opera. Frequent appearances in recitals.

Fourth Year.

Advanced voice training. Preparation of repertoire. Students in this class must complete a certain amount of piano.

COURSE IN VIOLIN.

Young students should receive a preliminary training in the rudiments of music, and have a sufficiently trained ear before commencing the study of violin. Older students, who are found lacking in rudimentary knowledge, are given opportunity of acquiring it.

Preparatory Course.

Wichtel and Bohmann Violin Instructors, Fundamental Technical Exercises, Major and Minor Scales, easy studies and pieces by David, Kayser, Kreutzer, et al.

Certificate Course.

Major and Minor scales in all positions, Schradiek Technical Studies, Dont, op. 38, Rode, Alard Etudes, pieces by Mozart, Kreutzer, Rode, De Beriot, et al., Sight Playing, Quartette and Orchestral, Study of Harmony.

Graduate Course.

Advanced Studies of Kayser, Kreutzer, David, Spohr, Paganini, et al.; Pieces and concertos by Spohr, Beethoven, Bruch, Viotti, Saint Saens, et al.; Harmony of Music; Sight Playing and Ensemble.

LIST OF TUITION RATES.**Course A.—Public School Music.**

To all regularly appointed resident students tuition is free of charge. To non-residents or non-appointees, ten dollars (\$10) per term, paid in advance.

Course B.

For the straight Music-Literary Course,

twelve dollars (\$12) per term for all the class room work, plus matriculation fee of two dollars (\$2), the incidental fee of 50 cents per term, and the graduation fee of three dollars (\$3). The private lessons in voice or instrumental are in addition to this, according to the rates for such instruction shown below.

To regularly appointed residents of Kentucky this course is free (exclusive of private tuition, matriculation fee, incidental and graduating fees), provided they have the necessary qualifications for entrance

Course C.—Teachers' Certificate Course.

Giving Teachers' Certificate. For all class lessons twelve dollars (\$12) per term, plus matriculation fee, incidental fee, and graduation fee. Private lessons in accordance with the rates shown below. Graduation fee in this course is five dollars (\$5).

Diploma Course.

Giving Teachers' and Soloists' Diplomas. Tuition rates in this course are the same as for Teachers' Certificate Course, but the graduation fee is ten dollars (\$10).

Tuition Rates for Private Lessons.

Lessons in Piano, with the Dean, two per week, per term.....	\$20 00
Lessons in Piano, with the Dean, one per week, per term.....	12 50
Lessons in Piano, with Miss Dickey, two per week, per term.....	15 00
Lessons in Piano, with Miss Dickey, one per week, per term.....	8 00
Lessons in Voice, two per week, per term	15 00
Lessons in Voice, one per week, per term	8 00
Lessons in Violin, two per week, per term	15 00
Lessons in Violin, one per week, per term	8 00

The incidental fee of the regular students admits all students to the faculty recitals, and to the artist recitals at a reduction.

Rates for board are the same as charged students in all the other departments of the school. See expenses published elsewhere in this circular.

The Dean of the School of Music will be glad to answer any questions and to confer with students or parents regarding the work of the School.

GENERAL INFORMATION.

Students in the Conservatory Courses must clearly understand that the work in music structure, sight-singing and sight-playing, ear training, etc., is the main body of the work, while their major subject of piano, voice or violin is purely a means of expression, and there must be something to express before they can make full use of their instruments.

Therefore no certificate will be granted to any student who does not fully meet the requirements in this class work. The aim of the School of Music is to graduate none but real musicians, hence the mere ability to play or sing cannot consistently be certified.

Students for private lessons alone will be accepted, and a student of proper age pursuing piano, voice or violin, plus the structure of class music, for two full years, will be given a letter signed by the Dean of the School stating this fact, but this is not a certificate and will not be so recognized.

All students of the School, in all courses, will be admitted free of charge to the general chorus, which will meet once a week, and, upon proper trial, to the Glee Clubs and the School Band and Orchestra.

RECITALS.

One of the important features of the School of Music will be the recitals and musicals. A private recital (not open to the public) will be held every week, and all students in music will be expected to be present. Students of all grades will be expected to appear and play or sing, the object being the training for the necessary public recitals. Every fourth week, once a month, a public recital will be held, at which only the best-prepared students in regular courses will be permitted to appear.

REPORTS.

The School will render to each student, and to the parents of each student, a term report of work, with the standing achieved.

ARTIST RECITALS.

As part of the general culture, recitals will be given by recognized artists as incentives and examples to the student-body.

PRACTICE.

All students in regular conservatory courses will be expected to practice piano or violin at least two hours each day. In voice one hour per day.

Nothing but the best instruments will be used in the School, and the administration of the School will see that this equipment will be kept up to the highest point of efficiency.

CHORUS.

As a part of the plans of the School of Music a normal chorus will be organized, and it is hoped that in the course of time it may be possible to give an annual Music Festival, using the forces of the city, with the aid of one of the Festival Orchestras. It is also planned to develop a local string quartette, a school orchestra, glee clubs, etc., and the students of the School of Music will give a weekly private recital, and a monthly public recital, free to the public, which should prove of great benefit to the community, to the general student-body to the Normal and to the participants as well. All students, whether in regular courses, or those taking piano, voice or violin lessons, will be called on to take part in these public recitals as their proficiency permits, and critical studies of the compositions performed will be a part of the work. The School of Music occupies Cabell Hall, one of the handsomest buildings in the South.



NORMAL FARM. Strawberries—First Year.

EXPENSES

TUITION.

Appointees will receive free instruction for the time necessary to complete the course in which they matriculate.

Non-appointees from Kentucky and other states will pay the following fees, in advance:

For any one term, except the Summer Term	\$10 00
For the Summer Term.....	6 00
For two Ten-Week Terms.....	18 00
For three Ten-Week Terms.....	25 00
For four Ten-Week Terms.....	32 00
Four Ten-Week Terms and the Summer Term	38 00

See School of Music, published elsewhere in this catalog, for rates of tuition in Music.

County Superintendents, elect or already in office, will be charged no regular tuition.

BOARD.

As far as we know, there is not another city in the South that offers its 2,000 non-resident students as cheap a rate of board as Bowling Green. Students save enough on the one item of board to justify them in traveling several hundred miles farther in order to attend the State Normal. The difference in the price of board in the term of three months between Bowling Green and the ordinary city of the South, will pay the entire expense connected with a trip to Mammoth Cave, or will extend the school term of the student several weeks.

Good Table Board, \$1.75 Per Week.—Excellent furnished rooms, 50 and 75 cents and \$1 per week. Good board and well-furnished rooms, \$2.25, \$2.50 and \$2.75 per week.

Private Board for Students.—We are glad to announce that you can get excellent private board, in good families, everything furnished, for \$3.25 and \$3.50 per week.

Self-Boarding.—Students who desire may

rent rooms or cottages and do self-boardings. A good number of boys and girls are doing this. Their entire expense for boarding usually does not amount to more than \$8 or \$10 per month.

FRISBIE HALL.

Frisbie Hall, the Home for the young women of the Normal, is a modern, up-to-date, three-story building. It has hot and cold baths, steam heat, electric lights, elegant parlors, and all modern improvements. It has been repaired, renovated, replastered, papered, floors painted, new shades placed upon the windows, new rugs on the floors of the entire building, from top to bottom, fumigated under the direction of the Secretary of the State Board of Health. Quarterly inspection of hygienic conditions of rooms and buildings by the same eminent authority has been arranged. So everything which contributes to the convenience, pleasure, health, comfort of the girls has been done, making the building scientifically safe and sanitary.

The rooms are graded according to location and size, and range in price from three dollars to four dollars and fifty cents to each occupant per month. Meals in the school's boarding home are one dollar and seventy-five cents per week, and in private families two dollars and twenty-five cents per week. So, good board and room, excellently furnished, can be obtained for from ten dollars to eleven and twelve dollars per month, with accommodations unsurpassed.

A small incidental, library and laboratory fee will be charged all students. A fee of \$2 per term of ten weeks will be charged all students who enter the school of Domestic Science and Arts. This will be used in purchasing groceries and other material for demonstration work in this department.

Excepting this fee, regular appointees are entitled to free instruction in this department.

FREE TUITION!

Persons desiring to take advantage of the State's generous proposition to give them free instruction, should write President H. H. Cherry at once. Parents who desire to put their sons and daughters in school should write for conditions upon which free scholarships are issued. There will be enough free tuition for all eligible persons desiring same.

THE MID-WINTER SESSION OPENS JANUARY 24, 1911.

Address H. H. CHERRY, President, Bowling Green, Kentucky.

Correspondence Solicited. All Questions Cheerfully Answered.



SECTION OF NORMAL SCHOOL FARM
(From Normal Heights)

The State Normal Bulletin.

Published Quarterly at Bowling Green, Ky., by

The Western Kentucky State Normal School

An Incorporated Institution of Learning.

H. H. CHERRY,.....Editor

Office of Publication, 1149 College Street, Bowling Green, Ky.

Entered as second-class mail matter, November 23, 1906, at the Postoffice at Bowling Green, Ky., under the Act of Congress of July 16, 1894.

VOL. 5. FEBRUARY, 1911. No. 2.

EDITORIALS.

Begin now to make your arrangements to enter the Normal. See your County Superintendent about securing free tuition.

The Mid-Winter Term begins on January 24, 1911. The Spring Term opens on April 4, 1911. The Summer School opens on June 13, 1911.

The handsome new home of the Normal is about ready for occupancy. We will be in our new home and ready to receive all students at the opening of the Mid-Winter Term. The new home is very attractive and will please you immensely.

The outlook is very flattering for a large attendance in the Department of Agriculture. Land is now being broken and the soil prepared for small plots to be cultivated by the students who take the course in Agriculture. Laboratory and field work will be done. The work will be interesting and practical. Courses of study in Agriculture will begin with the opening of the Mid-Winter Term, January 24, 1911.

A magnificent array of talent has been secured for the Lecture Course of 1910 and 1911. The course was opened by Senator Thos. P. Gore, of Oklahoma, on November 14th. Among the other celebrated men and women who will appear in Vanmeter Hall during the winter and spring are: John Gunckel, founder of the National Newsboys' Association; Edward A. Ott, who was with us last year and who was declared up to the highest mark; and Mrs. Beecher, regarded as the greatest reader on the American platform. A number of the highest class musical clubs of this country will also appear. The Chicago Glee Club is one of the number.

The development of more than 125 new High Schools in Kentucky and the consolidation of many rural schools into one central school, together with the general development of the whole system, are creating a demand for teachers that cannot be supplied by the Normal. The school will begin in January, offering special courses of study to those who seek to prepare themselves as Supervisors of Public Schools, of Drawing and Penmanship, and as teachers of Agriculture, Domestic Science and Domestic Arts. There is already a call on the Normal for teachers trained for this special work, and the Normal has decided to offer a progressive course of study in all of these branches.

The school management is actively engaged in working out the details connected with the physical development of a School of Domestic Science and Domestic Arts. This department of an education will be located in the second story of the Dr. Cabell residence. The Trustees of the Peabody Education Fund have donated \$2,000 for the pur-

chase of suitable equipment. The School of Domestic Science and Domestic Arts promises to be largely attended and an eminent success from the beginning. Efforts are being made to secure an expert who has had experience and liberal training in this splendid work to take charge of this department. The work will begin at the opening of the Mid-Winter Term, January 24, 1911.

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The Library, under the direction of Miss Florence Ragland and her able Assistant, Miss Mary Jarboe, shows a steady growth, not only in the number of volumes added to it during the past year, but the increase in circulation is even more marked. From September, 1909, to August, 1910, 1,267 volumes were added to the library, while the circulation for the same period was 33,197. The busy students in the library attest the excellent work that is being done in the library, and the large attendance on Saturdays indicate the earnest spirit of the students. The new library will be attractive and comfortable in every particular. The new steel book stacks will add greatly to the convenient arrangement of the books and the card cataloging, which is to be inaugurated next term, will more than double the efficiency of the library. Miss Woodward, a graduate of the State Library School, of Wisconsin, will come the first of the year and will remain several months for the purpose of cataloging the library.

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The new building, which will be completed in a few days, will be dedicated during the next Educational Conference and Convocation of County Superintendents. This meeting will be held May 3, 4 and 5, 1911. Dedicatory exercises will take place on Friday, May

5th. A number of the most distinguished men of the nation will participate in the exercises. President H. H. Cherry has already received acceptances from Hon. Elmer E. Brown, United States Commissioner of Education, and from Hon. S. A. Knapp, who has charge of the field demonstration work of the United States Department of Agriculture and who has done a great work in the development of rural life. Other noted men have been invited and are almost certain to be present. The next Educational Conference with the dedicatory exercises will be the greatest educational event ever held in Western Kentucky.

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THE ELEVATOR.

One of the most interesting features of the student life is the school paper. *The Elevator* is a journal coming out each month that the school is in session, and is edited and controlled entirely by the students of the institution. Though but a year old, the paper has already won a goodly standing among school publications, of its class, and is receiving a hearty support from the students, alumni and the friends of public education throughout the state.

The Christmas number is just out, and is a fine issue, well edited and beautifully published. The management has gone to considerable extra trouble and expense to make this number attractive in appearance and expressive of the real spirit of Christmas as it is felt in the Normal, and we feel that subscribers will be pleased with the result. The cuts used are worthy of special mention. It is planned to publish another special issue at commencement time, which is to be gotten out largely by the members of the graduating class, and which will partake of the nature of a "Class Annual." This will be an extra large issue and will be beautifully illustrated.

The policy of the paper has always been to portray the school life as it actually exists; to be a school newspaper and at the same time to publish such material as will aid the general educational uplift in the state.

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The State Normal Bulletin

Entered as second-class mail matter, November 23, 1906, at the Postoffice at Bowling Green, Ky., under the act of Congress of July 16, 1894.

VOL. 5.

BOWLING GREEN, KY., MAY, 1911.

No. 3.

1911 SUMMER SCHOOL 1911

COURSES OF STUDY

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS.

The Following is a Brief Statement of the Courses That Will Be Offered
During Summer School

JUNE 13---1911---JULY 20

REGULAR COURSES OF STUDY.

The regular courses are not published in this issue of the Bulletin. All of them are continued through the entire Summer Term. Persons desiring additional information concerning regular courses will be furnished it upon application.

THE PURPOSE OF THE SUMMER SCHOOL.

The State Normal continues its regular work until the close of the year, July 20th. All of the departments are represented. Besides the regular work the members of the Faculty and other specialists employed for the Summer Term will offer a great deal of special work suited to the needs of every grade of teachers, from the primary through the high school.

The Entire Faculty will be retained for the Summer School. A number of specialists, lecturers and entertainers are being added.

Credits will be given for all work done in the regular courses and, also, for work not in the regular courses, according to the subject and to the amount and nature of the work done.

Outings and Excursions.—Bowling Green is situated at the head of navigation of the Big Barren River, one of the most beautiful streams in the country. Row boats and launches can be rented at any time for trips down the river. Once in the term the entire school will go on an excursion down to Brown's Lock, and to Mouth of Gasper. One or more parties will go to Mammoth Cave, twenty-eight miles away. Every student at sometime will walk out to Lost River, a remarkable and wonderful freak of nature.

THE NEW NORMAL SITE.

The School was moved to Normal Heights on February 4, 1911. The new site is becoming marvelously beautiful. Nature gave the great

rugged hill; and the Landscape Artist and the Architect, the harmony and beauty of its decoration and development. The views from every part of the hill and from the windows and the porches are refreshing and inspiring. In every direction there spreads out before the eye a wide expanse of landscape, diversified by the winding river, the cultivated lands, the forests, and the everlasting hills, some of whose crests mark the horizon fifty miles away. Normal Heights itself has its rugged, shady nooks, its curiously weathered rocks and its historic old fort. Normal Heights is an ideal place to conduct a Summer School.

The buildings consist of:

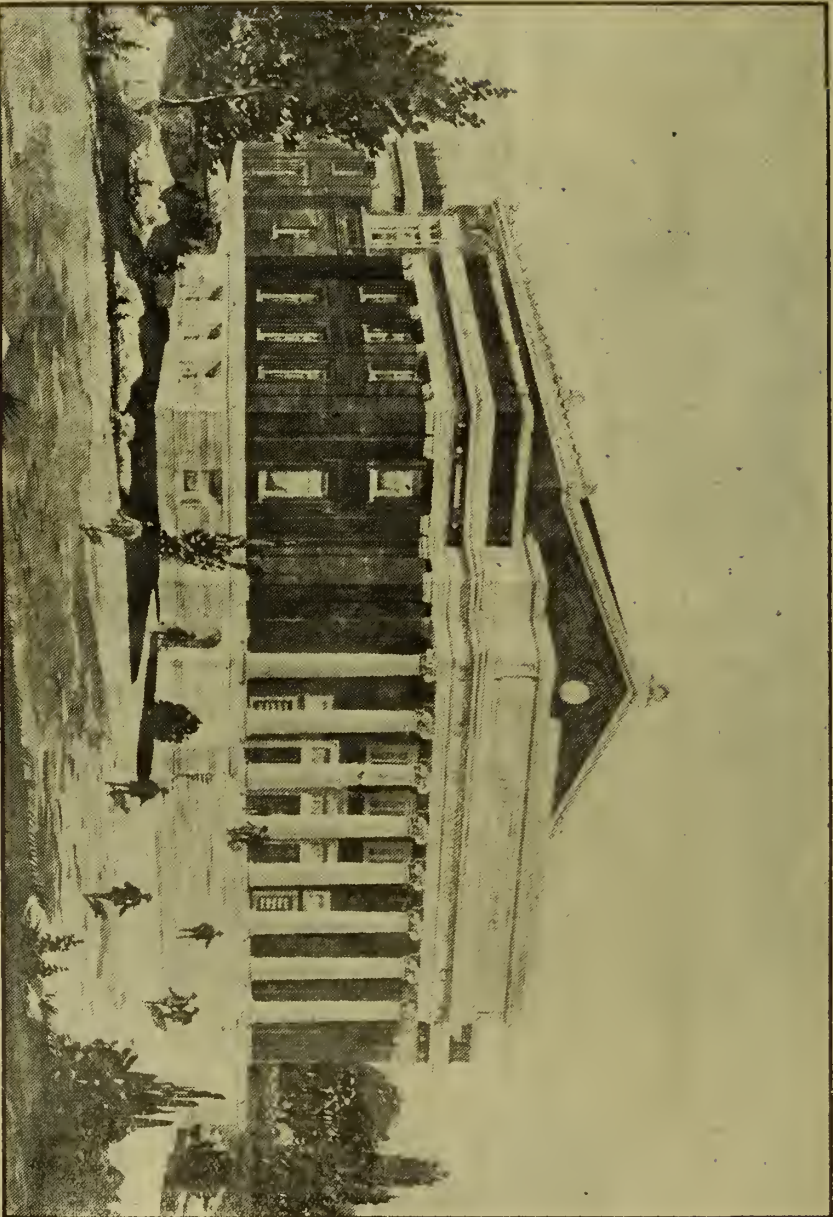
Recitation Hall, a large structure in which most of the classes meet and in which there are located the Library, the Training School, and the Department of State Board of Health and State Bureau of Vital Statistics.

Cabel Hall, which was originally an elegant and magnificent residence. The rooms of the lower floor are occupied by the Music Department, and those of upper story by the Department of Domestic Science, Economy and Practice.

The New Vanmeter Auditorium and Administration Building, including the Chapel, the offices and a number of recitation rooms. The building is commodious and artistic, the Auditorium being one of the most beautiful in the country, while the building itself is unsurpassed in dignity and grandeur.

THE "TIRED TEACHER."

Many teachers, after the worry and work of the school-room through the nine or ten months' term, want to get away into a restful environment, for a few weeks of the summer, where they can recreate and at the same time do some special work to keep themselves abreast of the profession. The institution does not want idlers, but the tired teacher who recreates and



NEW VANMETER HALL AND ADMINISTRATION BUILDING

This great building will be dedicated on May 5, 1911. The public is cordially invited to attend the exercises. A program of State-wide interest will be rendered. The program is published elsewhere in this Bulletin.



BOARD OF REGENTS WESTERN KENTUCKY STATE NORMAL SCHOOL
Ellsworth Regenstein, President. H. K. Cole, Vice President.
E. H. Mark. J. Whit Potter. C. W. Richards.

who carries with his recreation one or two subjects in regular classes and who hears some special lectures and catches a new inspiration, a new spirit, is in no wise idling. Such teachers make most desirable students and are choosing work most wisely. The State Normal offers the best possible opportunity to the "tired teacher."

COURSES OFFERED.

The following is a brief and somewhat incomplete statement of the courses that will be offered. Those desiring further information should write at once to President H. H. Cherry, Bowling Green, Ky. Prompt and cheerful answers will be given to all inquiries.

AGRICULTURE.—Classes will be sustained in the Principles of Elementary Agriculture and Farm Management, accompanied by observation and practice on the Normal farm. Here one will see the practical experiments in fertilizing, spraying and the growing of the various crops. Special lectures will be delivered to groups of students according to their interests in the subjects. The following courses will be offered:

Agriculture 1. Principles of Agriculture and farm management.

Agriculture 2. Plant Life—(Insect and fungus pests and their control.)

Agriculture 5. Seed inspection and weed control—a continuation of Agriculture 4 in regular course.—Dr. Mutchler, Mr. Taylor.

BOTANY.—The course in Botany will be sustained during this term to meet the needs of the teachers of this subject in the High Schools of the State.

BIOLOGY.—The work in this subject will be arranged to meet the needs of the Summer School students. The work is always given a very practical turn. Two or three grades will be sustained.—Dr. Mutchler, Mr. Wethington.

COMMENCEMENT.—The graduating exercises of the State Normal will be held July 18-20, 1911. The music on this occasion will be of high order and addresses will be made by educators of national reputation.

CHEMISTRY.—A beginning class in this subject will be sustained. Some special lectures will be offered to the class and others interested, on "The Relation of Chemistry to Soils," and "Rural Life," and some on "Chemistry in the High School."—Mr. Craig, Mr. Wethington.

CIVIL GOVERNMENT.—Mr. Gilbert.

COMPOSITION.—Mr. Claggett, Miss Reid.

CLASSICS.—Some of the best products of Literary Art will be read and discussed in regular classes.—Mr. Claggett (see Literature).

DOMESTIC SCIENCE, ECONOMY AND PRACTICE.—There will be at least two grades

of work offered in advanced and beginning classes. Also, the subject will be taught to the children in the Practice School. This not only offers opportunity to learn the subject, but to observe its practical application in the schools. Special lectures will be delivered to those interested, on numerous phases of the subject and its application. The department is well equipped and the teacher is practical and experienced.—Miss Scott.

DRAWING.—Plain, color and blackboard. Also, a course will be offered of higher class, suited especially to those who are planning to teach the subject in the public schools.—Mr. Webb.

EDUCATION.—Brief lecture courses will be offered by members of the faculty and of the Practice School to those interested, in the subjects following. The number of lectures will be determined by the needs of those in attendance.

Problems of the Primary Grades.
Problems of the Intermediate Grades.
Problems of the Advanced Grades.
Problems of the High School Teacher.
Problems of the City School Superintendent.
Problems of the County Superintendent.
Problems of the Rural School.
Kindergarten Methods.
Story-Telling in the Grades.
Supplementary Reading in the Grades.
Manual Arts in the Practice School.
Geography Teaching in the Grades.

The following subjects in Education will be offered as regular class work:

General Observation in the Training School.
Technical Observation, with class discussion.—Miss Frazee.
School Management.—Mr. Gilbert.
School Supervision.—Dr. Kinnaman.
Methods of Teaching.—Miss Frazee.
General Pedagogy.—Dr. Kinnaman.
History of Education.—Mr. Stickles.

ETHICS.—Problems of Ethics, especially as it applies to rural and school life.—Col. Guilliams.

EXPRESSION.—

Reading.—Miss Reid.
Expression (class-work).—Col. Guilliams.
Expression (private).—Mrs. T. C. Cherry.

FRENCH.—Classes of at least two grades will be sustained in this subject. The teacher, Miss Woods, speaks French fluently. She spent several years in Paris, where she studied the language.

GAMES AND PLAY.—The playgrounds in the Practice School are supplied with such devices as the best city schools are using, and will be suggestive to teachers of all grades as to methods of adopting and adapting playground apparatus.

GERMAN.—Two or three classes of work will be sustained in this subject.—Miss Woods.

GEOGRAPHY.—There will be classes sustained in Political, Physical, Commercial and Industrial Geography. A brief course of lectures will be delivered along the line of the following:

The Meaning, Scope and Content of Geography.

The History of Geographic Development.

The Relation of History to Geography.

The Relation of Science to Geography.

Method in Geography.

Map-making.

Commercial or Economic Geography.

The Relation of Natural Resources to Nation-making.—Mr. Green.

GRAMMAR.—The regular class-work will be offered, as usual, and a brief course of lectures, to those interested, in:

The History of English Grammar.

The Essentials of English Grammar.

Learning English.—Col. Guilliams.

HISTORY.—American, English and Roman History. If desired, a special course will be given in American History in the Nineteenth Century. A limited number of lectures will be delivered to special students on History Teaching in the upper grades and High School.—Mr. Stickles.

KENTUCKY HISTORY.—Mr. Gilbert.

LATIN.—Classes will be sustained in the latter half of the Grammar, in Caesar and in Vergil. Other classes will be organized if desired. Mr. Leiper will also offer a course of three hours a week, consisting of discussion, lectures and investigations bearing upon the teaching of Latin in the High School. A series of lectures will be delivered on general matters of interest in the classical field, such as:

Ancient Books and Book-making; Roman Law and Its Influence on Modern Jurisprudence.—Mr. Leiper.

LITERATURE.—

Composition and American Literature.—Miss Reid.

English Literature and English Classics.—Mr. Clagett.

A number of special lectures will be given in this department by Miss Reid and Mr. Clagett on:

Supplementary Reading in the Grades.

The Teaching of English in the Upper Grades and in the High School.

Nature in the Nineteenth Century Literature, as found in Browning, Tennyson, Wordsworth, Schelley, and Keats.

The New England Renaissance, with its influence in American Literature as reflected in Emerson, Hawthorne, Longfellow, Lowell, Holmes.

LOGIC.—A class in the subject will be sustained if there is a demand for it.

LIBRARY.—A brief course will be offered on

the management and use of public libraries.—Miss Ragland.

LIBRARY ECONOMY.—This course offers six weeks of systematic instruction in library science. It is not a substitute for the extensive courses offered in Library Schools.

The following subjects will be treated:

1. Relation Between the Library and the Schools.

2. Classification and Arrangement of Books.

3. Book Selection and Book Buying.

4. Mechanism of Books.

5. Study of Reference Books.

6. Investigating a Subject in a Library.

7. Catalogues, Indexes and Book Reviews.

8. History of Libraries and History of Books.

9. Children's Books.

10. Bibliography of Special Subjects.—Miss Ragland.

LABORATORIES.—Our laboratories are open to all Summer Students doing work in Biology, Physiology, Agriculture, Chemistry and Psychology.

MANUAL ARTS.—Paper cutting and folding, basketry, woodwork and moulding, in connection with the Practice School.

MATHEMATICS.—Several classes will be sustained in Arithmetic, Algebra and Geometry. If there is a demand, there will be classes also in College Algebra, Trigonometry and Surveying. Also, there will be some special lectures offered to advanced students on Mathematics teaching in the upper grades and High Schools.—Mr. Alexander, Mr. Marshall.

MUSIC.—Two grades of classes will be sustained in Public School Music, besides training preparatory for public school supervision.—Mr. Strahm.

Piano (private).—Mr. Strahm.

Piano (private).—Miss Dickey.

Voice (private).—Mrs. Settle.

The Normal sustains an orchestra, which is open to those who play passingly well.

Chorus organization rendering first-class music, open, and free to all who sing.

We would call special attention to our Musical Department as explained and discussed in the regular Catalog.

NATURE STUDY.—(Classwork).—No better to be found anywhere.—Dr. Mutchler.

PENMANSHIP.—Mr. Webb.

PHYSICS.—Lectures and Laboratory. Regular and Special Courses. Mr. Craig will offer also a series of lectures to teachers of Physics on such subjects as:

The Scope of the Work.

The Courses of Study for the High School.

The Experiment of the Laboratory.

The Purpose of the Experiment.

Physics as Applied to Rural Life.

PHYSIOLOGY.—Dr. Mutchler, Mr. Wethington.

PRIMARY METHODS.—(See Education.)

PSYCHOLOGY.—Introductory and Experimental.—Dr. Kinnaman.

PEDAGOGY.—(See Education.)

READING.—(See Expression.)

RHETORIC.—Mr. Clagett.

RURAL LIFE PROBLEMS.—Col. Guilliams will deliver some lectures on Rural Life Problems in which he will present a number of the vital problems that confront those who seek to improve rural conditions. The aim will be to cause teachers to realize that many of the things that they must accomplish are those which lie outside of the school room, and that successful work is possible only when certain outside problems have been successfully solved.

SANITARY SCIENCE.—This is one of the most important subjects that one can study. The demand that teachers shall be informed on problems of sanitation and health are imperative.—Dr. Mutchler.

SOCIOLOGY.—Mr. Stickles and Col. Guilliams.

STORY-TELLING.—Miss Nannie Lee Frayser was with us last year in the Summer School and was so eminently successful that we have recalled her. She will be here two weeks in the Summer Term, discussing the Art of Story-Telling, and telling stories to the general student-body, to special students desiring this work and to the children in the Practice School. Miss Frayser is recognized as one of the best story-tellers in the United States to-day. Her subjects will be about as follows:

The Art of Story-Telling and Types of Stories, taking up the division of the story into Fable, Allegory, Legend, Myth, Fairy Tale—Realistic, Ethical, etc., with illustration of each type. It is possible that Miss Frazier will devote one whole evening to telling Maeterlinck's "Blue Bird" story.

SUPERVISION.—This subject will be offered in regular class and will take up the various problems that the Superintendent and Principal must meet.—Dr. Kinnaman.

THE SCHOOL OF DOMESTIC SCIENCE AND DOMESTIC ARTS.

Miss Iva Scott, the head of this new department of the Normal, says:

Domestic Science, Domestic Art and Domestic Economy are the various terms that are applied to the lines of work under Domestic Science. The term is not satisfactory, but is used because it is the one more often used and more generally understood to include the full range of subjects than the others.

At present three lines of work are offered in the Western Normal: Elementary Cooking, Study of Foods, and Model Sewing, each of which has its own particular practical and professional aims.

The practical purpose in cooking may be stated generally as an effort to show the rela-

tion of science and practice, to teach the art of cooking, to develop skill and judgment in the use of materials, and to develop correct ideals of neatness, order, system and economy. The professional aim is to show the development of the subject as teaching material, to show adaptation to school purposes, methods of presentation, and training value.

A study of foods is necessary if dietary conditions are to be improved. This practical knowledge is obtained by studying in detail the composition, structure, digestion, digestibility, specific food and nutritive value, economic value, selection, cost, and influence of preparation of our common foods.

The course in sewing also has a two-fold purpose—to present a systematic, well-developed course of instruction that shall develop skill and judgment on the part of the student. The second purpose is professional, being to give a content from which courses of study may be organized and to show the development of the subject matter, its teaching possibilities, methods of presentation, and class management.

During the summer term some advanced cooking and simple garment making will be offered to those having had the preliminary work.



MISS IVA SCOTT

Head of the School of Domestic Science and Domestic Arts. Graduate from the West Newton, Ind., High School 1900; attended the Indiana State Normal 1901-2, 1903-4; course of Domestic Science in the St. Paul Institute of Arts and Sciences 1908-9, St. Paul, Minn., graduated from Stout Institute, Menomonee, Wis., 1911; taught in the public schools of Indiana,—Montpelier, 1902-3; Swayze, 1904-6; Kokomo, 1906-7; St. Paul, Minn., 1907-9.

BEAUTIFYING DAY

Students at Work



The Western Normal adjourned on April 4, 1911, and the students contributed a full day's work toward beautifying Normal Heights. More than \$400.00 worth of work was done during the day. Another day's work will be contributed by the students at an early date.

THE TRAINING SCHOOL OF THE NORMAL.

Many Interesting Features Will Be Added.

The Normal Training School will be open for a four-weeks' summer session, beginning June 19th. Work will be given in Grades 1 to 6 inclusive. Enough work in the common branches will be done to suggest helpful methods along these regular lines, and in addition, illustrative work will be given in a number of newer fields. The School Garden, recently inaugurated as a feature of the regular Training School work, will be the center of active operation in planting and cultivating simple crops and in nature study, along the lines of plant development, seed and insect pests, etc. Cooking and sewing will be given the older girls, in the rooms of the Normal Department of Domestic Science, by Miss Iva Scott, the head of that department. Simple wood work will be given the boys.

Miss Nannie Lee Frayser, the well-known story-teller, will have a daily story hour with the children. Special music will be arranged for with the Music Faculty. The Normal Library will be open at certain hours to the children. The new Training School play ground, which is delightful in its location, its varied possibilities and fine views, has been recently equipped with new, up-to-date apparatus and will prove a place of attraction to all who are interested in the play-ground problem. No pains has been spared in finding thoroughly

trained teachers to take charge of the Summer School work.

Grades 1 and 2 will be taught by our regular primary teacher, Miss Belle Caffee, whose work has, in the past, proved its rare value and charm to those who have come in contact with it.

Each of these teachers will hold, during the four-weeks' session, a series of conferences with visiting teachers and students on topics which bear upon the work of her particular grade.

Beside the regular class work described, the Training School will this summer, for the first time, open a Kindergarten for children below school age. This new department will meet the needs, both of the large class of teachers interested in Kindergarten work and of those who desire a knowledge of the adaptation of Kindergarten method and material to the work of the primary grades. The teacher of this department will not only hold a daily session with the children, but will give also a series of addresses on the theory and practice of Kindergarten work.

All departments of work in the Training School are open for observation, and visitors and students are urged to go freely wherever they desire.



Students at Work on Beautifying Day.

KINDERGARTEN DEPARTMENT

Special Announcement For Summer School



MISS LOUISE ALDER

Miss Louise Alder, a kindergartner whose training includes not only a thorough specialization in kindergarten theory and practice, but a liberal collegiate education as well, has been employed for the four-weeks' summer session of the Model School. Miss Alder will conduct a kindergarten for two hours each morning session with children under school age. A large room has been set aside for the use of this new department, and will be equipped for the occupations, exercises, games and other phases of work belonging to kindergarten training.

In addition to this practice work, Miss Alder will give in the afternoons during her month's stay a course of lectures on kindergarten and

primary school methods. These lectures will be accompanied by practical demonstrations and will cover two important fields: "Occupations for Kindergarten and Primary Schools, and "Games for Children."

These lectures and the regular kindergarten sessions will be open to all persons interested in these lines.

Miss Alder's equipment for work of this character is indicated by the fact that she is a graduate of the State University of Kansas, of Chicago Kindergarten College, and has Master's Degree from Columbia University and diploma of Kindergarten Supervision from Teachers' College.

DO YOU NEED A TEACHER?

To the Trustees and Boards of Education of
Western Kentucky:

We congratulate you upon enjoying an opportunity to render the child of your community a great service by securing a qualified teacher to take charge of your school. We have in the Western Kentucky State Normal School some capable men and women who have given themselves efficient training for the great work of teaching, who are now available but will not be available very long. They are men and women who have the power of organization and leadership as well as the ability to instruct. They will put conscience and preparation into the performance of their daily duty and will give you in every way a most efficient service. If you are seeking a teacher, we shall have great pleasure in recommending one to you.

We shall exercise the greatest care in making a selection and, as far as we can avoid it, shall take no risk in recommending suitable persons for important positions.

Desiring to make a reputation for thorough work and for graduating men and women of power, we shall use the greatest vigilance in making our recommendations. In fact, no individual will be recommended to an important position until the matter has been submitted to the entire teaching force at one of our regular meetings. Trustees of rural schools and village schools, Boards of Education of graded schools, and Presidents of other institutions are most respectfully invited and urged to correspond with us relative to securing a teacher. Speak to us freely about the qualifications of the teacher you desire.



Enriching the Normal School Farm with Cow Peas

THE NORMAL SCHOOL FARM

Condensed Information Concerning the Work In the Department of Agriculture

The Normal School owns one hundred and sixty-three acres of land, that is given over to the development of practical agriculture. We expect here to develop a practical, scientific

system of farm management, including not only the cultivation of staple crops, but crop rotations, horticulture, apiculture, dairying, animal husbandry, etc., giving the student an oppor-

tunity to observe and in a large part, work out the practical along with the theoretical side of his agricultural education.

An integral part of the work on this farm is of experimental nature. Some of these are already under way; namely, the fertilizer and crop rotation series. Very valuable results have already been obtained, and these experiments are of much value, not only to the student, but to the general community. A number of additional plots are now under way for the study and selection of seeds, the adaptation of forage crops and green manures.

Another unit of the demonstrable agricultural education is the methods of controlling insects and fungi that affect our fruits. A part of the farm equipment is an efficient sprayer, which is used in the practical orchard work as well as for spraying small fruits, potatoes, etc. About 5,000 trees were sprayed last season, with very beneficial results. Every student in the Normal School has the opportunity to become familiar with this important problem, first hand.

One of the most important features of the farm is the work done by the individual student. Each one taking the agricultural course is given a small plot of land for his own cultivation and is asked to apply practical agricultural methods in his work. This becomes a part of his required work, and he is credited according to his success. Staple farm and garden products are cultivated on these plots.

It is the purpose of the farm management to reach as far into the community as possible, and give helpful direction. This year, we have organized a corn club of 243 school boys from every section of Warren County, and these boys have agreed to cultivate one acre of corn each under our direction. The school has furnished the seed corn, and appropriate prizes will be given for the largest yield and the best quality. Dr. S. A. Knapp, of the United States Department of Agriculture, has contributed the seed corn for this club.

We are sure that the community will be greatly benefited by this corn-growing contest.



RECITATION HALL
Normal Heights Western Normal



CABELL HALL
Normal Heights---First Floor, School of Music; Second Floor, School of Domestic Science and Domestic Arts



Line of Procession on Day the Corner Stone of New Building was Laid, February 26, 1910.
The Line of Students Reached from the Present Site to Normal Heights.

MOVING DAY

By Mrs. Maude Lee Hurt, Student.

Friday, February the 4th, was an epoch-marking date in the history of the Normal School. On that day, the school took possession of its handsome new home on Normal Heights. To some, the moving of an institution like this, would seem a stupendous undertaking, but it was accomplished with little friction and in an incredibly short time. The main part of the work was done by the student-body, and the observer could hardly fail to be impressed with the abounding spirit of loyalty and good-comradeship that characterizes the institution. The student-body, laden with school paraphernalia, formed a line of march, and when the advance guard had reached the summit of the hill, the rear guard was yet emerging from the old building. It was an impressive scene, as the long line of students filed up the hill, with almost military precision, some carrying school pennants, some "The Stars and Stripes." This was a fitting symbol of the relation existing between the State Nor-

mal and the educational interests of the entire nation. The moving of the State Normal to its new home may be likened to the transplanting of a beautiful flower from a rocky, barren soil, to a well-prepared garden, and like the flower thus transplanted, the school gives promise of a greater and richer life. In this instance, the new Administration Building, Recitation Hall, and Cabell Hall represent the well-prepared garden, and just as good old Mother Earth seems to smile, when the tender plant is transferred to her keeping, so these magnificent structures seemed to give out a welcoming smile to the life transferred to their keeping. When the history of the school is written, "Moving Day" will stand out with a prominence given to but few events in its life, for whatever success attends its future, "Moving Day" will be remembered as the time it was transplanted into a soil worthy of its occupancy.



VIEW OF HIGHEST ELEVATION OF NEW NORMAL SITE

Some fifteen acres of the site have an elevation of 300 feet above the boat landing, two miles distant, and are about 125 feet above the level of the square. The proposed chain of buildings is to be located on this elevation. The buildings already constructed can not be seen in this picture.

NORMAL HEIGHTS

By Gordon Wilson, Student.

Most of the great cities of ancient times were built around a hill that lifted its crest far above the plains. Thus Athens had her Acropolis, Rome ruled the world from her seven hills,

Solomon's Temple in Jerusalem sat like a diadem upon the brow of Zion. Temples to Minerva, the Goddess of Wisdom, usually graced the hilltops of the classic ages. Considering

this ancient custom of making the crest of a hill the site of temples of worship, palaces of art, and shrine of learning, nothing could have been more appropriate than that the wisdom and foresight of patriotic Kentuckians should decree that an institution whose office is to uplift the thoughts and aspirations of men should be placed on the sun-kissed summit of Normal Heights.

The Hill seems to have been especially designed for its present use by a wise Overruling Power. From the hilltop a great panorama extends before the enthusiastic observer. Travelers miles away on looking up on a dreamy spring day behold the stately edifices wrapped in a mellow haziness. No one of aesthetic tastes can either stand on the Hill or behold its beauty far away without feeling an uplift of spirit, an increase of enthusiasm, and a growing desire to see our loved Kentucky blessed with a greater and more patriotic citizenship.

The lurking fiends of Ignorance and Prejudice since the erection of the new building on Normal Heights have become alarmed at the earnestness of our State, and have slunk away to their dismal caves. The only means of

preventing the return of these cruel monsters is to join heart and hand as loyal Kentuckians and strengthen our defenses against the enemy.

The unsightly gashes in the cheek of the grand old Hill will soon be healed, and in their places the prettiest dimples will be seen. Among the venerable cedars we hear the whispers of change, the gray old rocks that have withstood the elements for ages tell of transformations that are soon to come.

We love the glory of Kentucky in the past. Her heroes are many, her famous deeds are sung by numberless bards. But with all her past history and present glory we look forward eagerly to the future, when that spirit, fostered by the Western State Normal and promulgated by the earnest band of enthusiastic teachers, who have felt the influence of the noble institution on Normal Heights, will be universal. When our artists in the future paint outdoor scenes, like the Japanese, who use Fujiyama for a background, or the Neapolitans, who use Mt. Vesuvius for a like purpose, they will put on their canvas to bring out the beauty of the picture the mystic, soul-uplifting form of Normal Heights.



STUDENTS AT WORK

BEAUTIFYING DAY

By T. A. Humble, Student.

"Attention!" This command rang out clear and shrill on Friday, March 24, 1911. Every face was turned toward the stage. No one dared make the slightest sound. Then in tones which are so familiar to every Normalite, we heard the message. It was simple, plain and full of meaning.

The president and members of the faculty were soon at work on the organization for the several tasks. The whole school was organized into companies, possibly not so accurate as a

military organization, but never was there a more ardent body of people. There were the sledge-hammer company, the axe company, the saw company, the pick company, the hoe company, the rake company, the hatchet company, the pruning company and the rock-piling company; all of which had their captains.

This day will go down as one of the red-letter days in the history of the institution. The brush was burned, the stones piled, the trees trimmed and the dead ones uprooted.

Then came the rake crowd and gathered the small twigs and rubbish into a heap and burned them. The grounds looked as neat as a well-kept lawn.

Crowds! They were there. Boys at work and girls at work. Coffee was served by the kindness of Mrs. H. H. Cherry; pictures were made in no small numbers. On this occasion,

the Normalites demonstrated to the city and State what a loyal body of students can do.

Come, investigate, and after you have seen with what enthusiasm the whole school enters upon any task, you will at once understand the whole problem, and this will be a concrete example of how you can beautify your own school ground.

FIFTH EDUCATIONAL CONFERENCE AND CONVOCATION OF COUNTY SUPERINTENDENTS.

PROGRAM

MAY 3, 1911.

Wednesday Morning.

- 7.30 Superintendents and visitors will inspect the class-room work of the institution.
- 9.15-10.00 Chapel Exercises.
Address—15 minutes—Supt. J. L. Pilkenton, Hardin County.
- 10.00-12.00 Visitors will inspect class-room work of the Normal.

Wednesday Afternoon.

- 1.30- 4.30 Superintendents and visitors will study the new school plant and inspect class-room work. The County Superintendents will also have an opportunity to hold an executive session, if they desire to do so, and discuss such problems as are of vital interest to their work.

Wednesday Evening.

- 8.00 Music.
Address—15 minutes—Supt. T. J. Coates, Rural Inspector of Kentucky.
Address—15 minutes—Supt. N. C. Hammack, Union County.
Music.
Address—15 minutes—Supt. McHenry Rhoads, Inspector of Secondary Schools in Kentucky.
Address—15 minutes—Supt. E. H. White, Warren County.
Music.

MAY 4TH.

Thursday Morning.

- 7.30- 9.15 Executive Session of County Superintendents. Such questions as the Superintendents may se-

- 9.15 lect will be discussed.
Chapel Exercises.
Two-minutes greetings from Superintendents and visitors.

Thursday Afternoon.

- 1.30- 4.30 Executive Session of High School Principals, County Superintendents, Regents, Faculty of the Western Normal and visitors.
The following questions, and others that may be selected, will be discussed:
1. The Purpose of the High School. Who Should Attend the High School?
 2. The Purpose of the Normal Schools. Who Should Attend the Normal Schools? Entrance Requirements.
 3. In Whom Should the Power of Certification Be Placed?
 4. Proposed Normal School Legislation.
 5. The Report That Each County Should Make to the Next General Assembly.

Thursday Evening.

- 8.00 Music.
Address—15 minutes—Mr. Jno. M. Atherton, of Louisville.
Address—15 minutes—Senator W. V. Eaton, of Paducah.
Music.
Address—15 minutes—Mrs. C. P. Weaver, of Louisville.
Address—15 minutes—Pres. Henry Barker, University of Kentucky.
Music.

DEDICATION OF NEW VANMETER HALL AND ADMINISTRATION BUILDING

Public Cordially Invited to Attend

MAY 5TH.

Friday Morning.

The entire day will be devoted to the dedicatory exercises of the New Vanmeter Hall and Administration Building. The regular classroom work will be dismissed for the day.

10.00

Music.
Devotional Exercises.
Greetings—Board of Regents of Western Normal.
Address—Capt. Brinton B. Davis, Architect.
Address—Speaker to be announced later.
Three-minutes Talk by Visitors.
Music.

Friday Afternoon.

1.30

Procession from Old Site to Normal Heights.
Music.
Prayer.
Greeting—Governor Augustus E. Willson.
Address—Dr. Elmer E. Brown, United States Commissioner of Education.
Three-minutes talk by visitors.
Music.
Faculty Reception.

8.00

Friday Evening.

Music.
Scriptural Reading—Dr. Robt. H. McCaslin.
Greetings—Students of the Western Normal.
Music.
Prayer—Dr. J. S. Helm.
Address—Prof. P. P. Claxton, University of Tennessee.
Music.
Transfer of Keys from Architect Davis to the Board of Regents of Western Normal.
Address—Ellsworth Regenstein, Superintendent Public Instruction.
Transfer of Keys from Board of Regents to Pres. H. H. Cherry.
Address—10 minutes—Pres. H. H. Cherry.
Music.

Saturday, May 6th.

Annual Excursion down Big Barren River.
All visitors will be guests of the School.



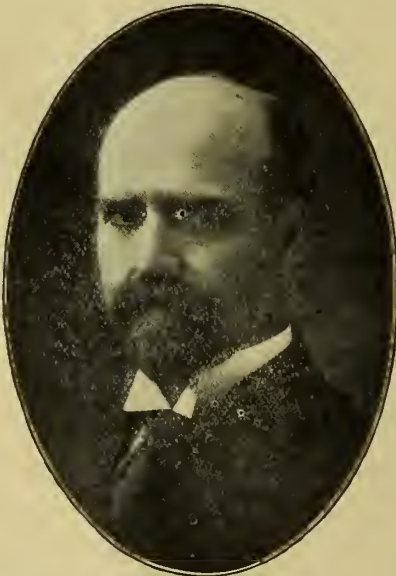
GOV. AUGUSTUS E. WILLSON

Who will attend the Dedicatory Exercises and make an address.



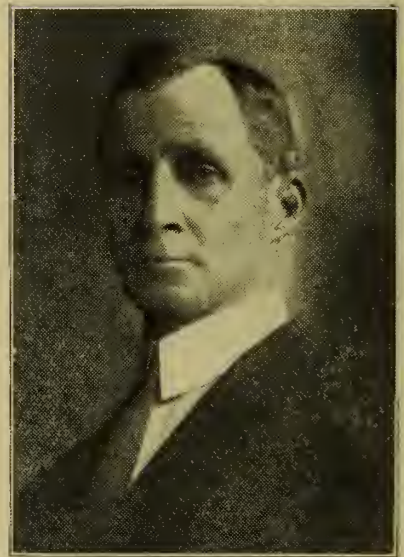
SEN. W. V. EATON

Who will speak to the Educational Conference on the evening of May 4.



DR. ELMER E. BROWN

United States Commissioner of Education will deliver an address at the Dedicatory Exercises on May 5.



CAPT. BRINTON DAVIS

Architect New Vanmeter Hall and Administration Building. Capt. Davis will give an address at the Dedicatory Exercises May 5.



PROF. P. P. CLAXTON

Who will deliver an address at the
Dedicatory Exercises on May 5.



SUPT. T. J. COATS

Prof. Elementary Education State Normal Schools and Rural School Inspector of Kentucky. He will speak at the Educational Conference and Convocation of County Superintendents.



SUPT. McHENRY RHODES

High School Inspector for Kentucky who will address the Educational Conference and Convocation of County Superintendents.



SUPT. N. C. HAMMACK

Who will speak during the Conference.

COMMENCEMENT EXERCISES

The Commencement Exercises of the Elementary Certificate Class will occur on the evening of the 18th of July, of the Junior Class on the 19th, and of the Senior Class on the evening of the 20th. All the programs will be of a high order and instructive and interesting. It is the purpose of the institution to make the approaching Commencement the best the institution has ever enjoyed. Every effort will be put forth to make it a credit to the state as well as to the work of the institution.

Hon. Jno. Mitchell, the great champion of labor, will deliver the Annual Class Address on the evening of July 20th. We are much gratified in being able to announce that this great citizen is to be with us and deliver the next Annual Address. All of the programs will be interspersed with high-class music.

We feel we are perfectly safe in announcing that the program of the approaching Commencement is a superior one in every way.

The public is cordially invited to attend these exercises. Admission is free to all of the programs. We hope that hundreds of former students will visit us during the next Commencement.



HON. JNO. MITCHELL

DO YOU NEED A TEACHER?

Do you need a teacher for your Rural School?

Do you need a teacher for one of the grades of your Graded School?

Do you need a superintendent for your Graded School?

Do you need a teacher for one of the grades of your High School?

Do you need a principal for your Consolidated or High School?

Do you need a teacher to take charge of Special Branches?

We are in a position to recommend a limited number of instructors who possess character,

scholarship, and who have the ability to organize the school interest into a working unit and to accomplish educational results. We shall exercise very great care in making all recommendations. Only teachers who have given themselves special training for the great work they have chosen and have dedicated their lives to the service of teaching will be recommended. We invite correspondence with persons desiring a good teacher. All questions cheerfully answered.

Address

H. H. CHERRY, President,
Western Kentucky State Normal,
Bowling Green, Ky.

EXPENSES

TUITION.

Appointees will receive free instruction for the time necessary to complete the course in which they matriculate.

Non-appointees from Kentucky and other states will pay the following fees, in advance:

For any one term, except the Summer Term	\$10 00
For the Summer Term.....	6 00
For two Ten-Week Terms.....	18 00
For three Ten-Week Terms.....	25 00
For four Ten-Week Terms.....	32 00
Four Ten-Week Terms and the Summer Term	38 00

Tuition Rates for Private Music Lessons.

Lessons in Piano, with the Dean, two per week, per term.....	\$20 00
Lessons in Piano, with the Dean, one per week, per term.....	12 50
Lessons in Piano, with Miss Dickey, two per week, per term.....	15 00
Lessons in Piano, with Miss Dickey, one per week, per term.....	8 00
Lessons in Voice, two per week, per term	15 00
Lessons in Voice, one per week, per term	8 00
Lessons in Violin, two per week, per term	15 00
Lessons in Violin, one per week, per term	8 00

County Superintendents, elect or already in office, will be charged no regular tuition.

BOARD.

As far as we know, there is not another city in the South that offers its 2,000 non-resident students as cheap a rate of board as Bowling Green. Students save enough on the one item of board to justify them in traveling several hundred miles farther in order to attend the State Normal. The difference is the price of board in the term of three months between

Bowling Green and the ordinary city of the South, will pay the entire expense connected with a trip to Mammoth Cave, or will extend the school term of the student several weeks.

Good Table Board, \$1.75 Per Week.—Excellent furnished rooms, 75 cents and \$1 per week. Good board and well-furnished rooms, \$2.50 and \$2.75 per week.

Private Board for Students.—We are glad to announce that you can get excellent private board, in good families, everything furnished, for \$3.25 and \$3.50 per week.

Self-Boarding.—Students who desire may rent rooms or cottages and do self-boarding. A good number of boys and girls are doing this. Their entire expense for boarding usually does not amount to more than \$8 or \$10 per month.

FRISBIE HALL.

Friskie Hall, the Home for the young women of the Normal, is a three-story brick building. It has hot and cold baths, steam heat, electric lights and parlors.

The rooms are graded according to location and size, and range in price from three dollars to four dollars and fifty cents to each occupant per month. Meals in the school's boarding home are one dollar and seventy-five cents per week, and in private families two dollars and twenty-five cents per week. So, good board and room, excellently furnished, can be obtained for from ten dollars to eleven and twelve dollars per month, with accommodations unsurpassed.

A small incidental, library and laboratory fee will be charged all students. A fee of \$2 per term of ten weeks will be charged all students who enter the School of Domestic Science and Arts. This will be used in purchasing groceries and other material for demonstration work in this department.

Excepting this fee, regular appointees are entitled to free instruction in this department.

The State Normal Bulletin.

Published Quarterly at Bowling Green, Ky., by

The Western Kentucky State Normal School

An Incorporated Institution of Learning.

H. H. CHERRY.....Editor

Office of Publication, 1149 College Street, Bowling Green, Ky.

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VOL. 5. MAY, 1911. No. 3.

EDITORIALS.

The Summer School of six weeks begins the 13th of June. It promises to be the largest, most efficient, and most interesting term the institution has yet enjoyed.

The Fall Session opens September 5, 1911. We invite correspondence with all persons who are thinking of entering school at this time.

Miss Iva Scott, a graduate of the famous Stout Institute for Homemaking, Menomonie, Wisconsin, is in charge of the School of Domestic Science and Domestic Arts. This department of the Normal has beautiful headquarters in the second story of Cabell Hall. The rooms have been painted and a beautiful color scheme developed. Modern equipment has been installed. It is up-to-date in every way and very attractive. The department has a handsome kitchen, dining-room, office, sewing-rooms, and other apartments. Many students have already entered and are greatly pleased with the work.

Persons desiring to specialize in Primary work will have an excellent opportunity during the summer. The Train-

ing School will be continued and Practice and Observation work offered. Expert Critic teachers have been secured for the Summer Training School. Miss Laura Frazee, the Supervisor, will give an unusual amount of time to this feature of our work. In addition to this, Miss Louise Alder, who was recommended by Miss Patty Hill, formerly of Louisville, but now at the head of the Kindergarten Department of Columbia University, will conduct the Kindergarten for two hours of each morning's session with children under school age. A large room has been set aside for the use of the new department and will be properly equipped. Miss Alder will give in the afternoons lectures on Kindergarten, Primary School methods, etc. She is a graduate of Columbia University, and Miss Hill assures us that she is an expert who will render a highly efficient service.

The School of Music will be in session during the Summer Term. Persons desiring to do so will have an opportunity to do regular and special work in the Voice and Instrumental departments, Department of Public School Music, Oratorio, etc. All of the work of this department will be continued.

A program of the next annual Educational Conference and Convocation of County Superintendents, which will be held on May 3d, 4th, and 5th, appears elsewhere in this BULLETIN. The program is of State-wide interest. The 5th will be set aside for the dedicatory exercises. We will have with us on this occasion some of the greatest men in the nation. The public is cordially invited to attend.

The demand for teachers trained in the Western Normal is growing daily.

The school has an opportunity to fill many fine positions each year. The demand is getting greater and the outlook for the teacher who is willing to prepare himself for an efficient service is brighter than ever before in the history of the State.

We invite Trustees, Boards of Education, and schools desiring the services of a good teacher to write us freely and fully, setting forth the qualification of the teacher desired. We shall use great care in making recommendations. No recommendation will be made until after the matter has been put before the faculty and carefully considered. We are in a position to help those who are seeking a teacher who has the teachers' vision, the teacher's preparation, the teacher's conscience, the teacher's missionary intensity.

Persons desiring to specialize in Domestic Science and Domestic Arts will enjoy an unprecedented opportunity in the Western Normal. This department is thoroughly organized, handsomely equipped, and is located in one of the most attractive places on Normal Heights. Miss Iva Scott has already shown herself to be thoroughly skilled and highly efficient in her work. We hope that many students will take advantage of the progressive course of study which will be offered by this department during the Summer Term.

While we have not published a regular course of study in this BULLETIN, it is understood that all of the regular courses will continue during the entire summer. In addition to this, many special courses are offered. Persons desiring to do a higher academic work will have an opportunity to do so. Many prospective students have already writ-

ten to us that they will elect higher academic work and give themselves better preparation for teaching in the High Schools and the higher branches of other institutions.

Dr. Fred Mutchler will give special work in Nature Study and other branches connected with his work. He has been giving a course in Nature Study on Saturdays to the Louisville teachers, and his services have been sought by many summer schools. The work under him will be progressive and of a nature to justify a large and enthusiastic attendance of those persons seeking this character of instruction.

All of the regular members of the faculty will continue their work during the Summer School and, in addition to this, a number of experts will do special work along special lines.

There are many teachers who do not care to take heavy work during the summer. They will have an opportunity in the Normal to take light work, thereby coupling study with recreation. There isn't a more attractive place in America to hold a Summer School than Normal Heights. Located on a beautiful hill overlooking the city, it becomes at once an ideal place to spend the summer months.

The new library has excellent light and ventilation, and it is furnished with comfortable chairs and reading tables.

New steel book stacks have been installed, which add greatly to the convenience of arrangement. The books are classed according to the Dewey classification, shelves are open to the students, and a card catalogue is in process of construction.

The library contains 5,000 volumes. From its organization the library has shown a steady increase in circulation; for the months of February and March, 1911, the circulation was 12,471.

FACULTY

BELIEVING that the most potent influence in a great institution is personality, we have adopted the policy of using great care in selecting every teacher before recommending employment. The faculty of the Normal is composed of men and women of character, personality, scholarship, and ability to teach.

All the members of the regular Faculty will teach during the Summer School.

H. H. CHERRY, President.

For fourteen years President of Southern Normal School and Bowling Green Business University.

CAPT. C. J. VANMETER, Chancellor.

The Board of Regents unanimously passed the following resolution.

"In consideration of the great interest Capt. C. J. Vanmeter has manifested in the success of the Normal School movement, and his generous contribution to the construction and maintenance of the buildings now owned by the State Normal,

We, the Board of Regents of said Normal School, in appreciation of his interest and beneficence, hereby nominate and elect him Chancellor of the Western Kentucky State Normal School."

A. J. KINNAMAN, Ph. D., Dean.

Graduate of Central Normal College, Danville, Ind., 1885; teacher in Central Normal College, 1885-1892; graduate of New York University School of Pedagogy, 1894; Department of Pedagogy, Central Normal School, 1894-1899; A. B. Indiana University, 1900; A. M. 1901; Scholar in Clark University, 1901; Fellow, 1902; Ph. D. Clark University, 1902; Vice President State Normal, in charge of Department of Pedagogy, East Stroudsburg, Pa., 1903; President of Central Normal, Danville, Ind., 1903-1906; Dean State Normal School, Bowling Green, Ky., 1906. Dr. Kinnaman has done Institute work in Kentucky, Indiana and Pennsylvania.

FRED MUTCHLER, Ph. D.

Was Professor of Biology in Clark College, Worcester, Mass., but resigned his position and began work in the State Normal January 1, 1907. Graduate of Indiana State Normal, 1898; special student in Physics and Chemistry, Rose Polytechnic, 1890; special student in University of Chicago, 1900; Instructor in Biology, Indiana State Normal, 1901; Bachelor of Arts, Indiana University, 1902; Instructor in Botany, Indiana University Summer School, 1902; Fellow in Clark University, 1903-1904; Doctor of Philosophy (Clark), 1905; Instructor in Biology, Clark College, 1905; Assistant Professor of Biology, Clark College, 1906; Lectured in Nature Study at University of Georgia Summer School, 1903-1904; Directed Nature Study Summer School at Storrs, Conn., State Agricultural College, 1905. Has done extensive Institute work in Massachusetts, Connecticut, Rhode Island and Indiana.

J. R. ALEXANDER, A. M.

Graduate of Southern Normal School, 1889; special student Chicago University, 1904; Professor of Mathematics and Physics, Southern Normal School, 1894-1907; an educator of known ability and wide experience.

J. M. GUILLIAMS, A. M.

Graduate of Central Normal College, 1882; Holbrook Normal University, 1898; special student Chicago University, 1906; President Southern Normal Institute, Douglas, Ga., 1900-1902; President East Florida Military Seminary, State Institution, 1902-1904; Professor of English and Mathematics, Southern Normal School, 1904-1907.

R. P. GREEN, A. B.

Graduate Southern Normal School, 1900; special student, Chicago University, 1906; Professor in Southern Normal School, 1902-1907.

M. A. LEIPER, A. M.

L. L. first honors, Peabody College for Teachers, Nashville, 1899; holder of Peabody Scholarship, same, 1897-99; A. B. University of Nashville, 1901; Instructor of Latin and Greek, Galloway College, 1902-03; Professor of same, Maddox Seminary, 1903-04; Representative for Arkansas Peabody Alumni Con-

ference, Southern States, 1903; awarded graduate scholarships in Yale and Columbia for 1904-5; graduate student, Columbia, 1904-6; Drissler Fellow in Classical Philology; same, 1905-6; A. M., same, 1905; Master's Diploma Teachers' College, Columbia, 1905; Classical Fellow and graduate student, Princeton University, 1906-7. Began teaching in State Normal January, 1908.

MISS LAURA A. FRAZEE

Supervisor Training School

Graduate Frankfort, Indiana, High School, 1887; Indiana State Normal School, 1892; special student of Psychology, Chicago Kindergarten College, Summers of 1903 and 1906; special student Stanford University, California, 1906-7; special student University of Chicago, 1909-10; taught in the graded schools of Frankfort, Indiana, for six years; Supervisor of Primary Grades, Terre Haute, Ind., City Schools, 1895-8; Director in Practice Department of City Normal School, Indianapolis, Ind., 1899-1905; Principal of Graded School, Indianapolis, Ind., 1905-6. Has done Institute work in Indiana.

V. O. GILBERT, B. S.

Supt. Gilbert has had extensive experience as a teacher in the Rural Schools and as County Superintendent and City Superintendent of Schools. He has trained many teachers for the County and State Certificate Examinations. His wide experience and special training make him, in every way, a suitable man to put at the head of the Review Course of study. He has charge of this work, and has pleasure in aiding teachers in their work of preparing for the different examinations and for a more efficient service.

J. H. CLAGETT, A. B.

A. B., Central University, Danville, Ky., 1880; teacher with Prof. Chenault, Louisville, Ky., one year; teacher and Principal High School, Lancaster, Ky., three years; teacher and Principal of Laurel Academy, London, Ky., three years; teacher Potter College, Bowling Green, Ky., nine years; teacher Ogden College, Bowling Green, Ky., four years. Has had extensive experience and is regarded as one of the foremost teachers in the South. Began teaching in the State Normal January 21, 1908.

W. J. CRAIG, A. B.

Graduate of Public Schools; Owensboro High School; A. B. State College, 1901; taught Chemistry and Physics and Principal of Owensboro High School for four years; taught Mathematics and Chemistry in Cripple Creek, Colorado, during scholastic year, 1906-7; took charge of work in Chemistry and Physics in the Western Kentucky State Normal School on January 21, 1908.

ARNT M. STICKLES, A. M.

A. B., Indiana University, 1897; A. M. 1904; graduate student University of Illinois, September to March, 1897-8; graduate-student Spring term Indiana University, 1899, and Summer term, 1902; Harvard, Summer term, 1903; Chicago University, Summer term, 1906; Principal of the Yorktown, Indiana, schools, 1899-1901; Instructor History and Economics, Elkhart, Indiana, High Schools, 1901-3; Head Department of History and Civics, Evansville, Indiana, High School, 1903, to January, 1908. Began teaching in the State Normal January 21, 1908. Austin scholarship, Harvard University, 1909-10; A. M. Harvard University, 1910.

T. J. COATES

Professor of Elementary Education.

MISS MATTYE LOUISE REID, B. S.

Graduate Southern Normal School; taught Literature and Reading in West Military Academy for one year; taught in Hardinsburg High School for one year; Principal of Private School, Hardinsburg, two years; has had extensive experience as teacher in the Public Schools of Kentucky. Special student Chicago University, 1908-1909.

R. H. MARSHALL

Graduate Southern Normal School. Life Certificate graduate Western Kentucky State Normal; Chicago University 1910.

A. C. WEBB, JR.

Two years University of Nashville; special student in drawing in Summer School of the South, Knoxville, Tenn.; three years in Art Institute of Chicago; teacher of Manual Training Francis E. Clark Settlement, Chicago; Instructor Drawing and Manual Training in State Institutes in Virginia and North Carolina.

MISS ELIZABETH WOODS

Teacher French, German and Composition.

A. B. Graduate Liberty College, Glasgow; studied two years in Paris, receiving certificate from Prof. Charles Marchant under the authority of and signed by the Mayor of Paris and members of the French Academy for special course in French Literature; studied two years in Florence, Italy.

MISS IVA SCOTT

Graduate from the West Newton, Ind., High School 1900; attended the Indiana State Normal 1901-2, 1903-4; course of Domestic Science in St. Paul Institute of Arts and Sciences 1908-9, St. Paul, Minn., graduated from Stout Institute, Menomonie, Wis.; 1911; taught in the public schools of Indiana, Mountpelier, 1902-3; Swayze, 1904-6; Kokomo, 1906-7; St. Paul, Minn., 1907-9.

MARGARET ACKER

Assistant Teacher of History.

Graduate of Henderson High School; graduate of Western Kentucky State Normal School.

MISS KATESIE BAILEY

General Teaching.

Attended Southern Normal School; graduate of the Life Certificate Course of the Western Kentucky State Normal School.

FRANZ J. STRAHM

Former President Tennessee Academy of Music; Director of Music Montegle Assembly, 1908-'09-'10; Organist and Choir Director Woodland Street Presbyterian Church, Nashville, Tenn.; has been one of the most prominent of Nashville musicians for eighteen years.

MRS. MARSHALL SETTLE

Pupil of Mr. Justice Thatcher, New York; Miss Scruggs, Ward's Seminary, Nashville, Tenn.; also at Summer School under Prof. McDonnell, of Paris, France. Taught in Potter College two years, Southern Normal one year, Private Studio four years, Western Kentucky State Normal September, 1910.

MISS NELL DICKEY

Piano.

Has studied at Potter College, Bowling Green; College of Music, Cincinnati, Ohio.

MISS FLORENCE RAGLAND

Librarian.

Graduate of Bowling Green Female College, A. B. degree; special student at Cornell University summer of 1906 and 1907; special student in Library Science at Indiana State Normal, 1908; twelve years' experience as teacher in private school, Bowling Green.

MISS MARY JARBOE

Assistant Librarian.

Student Southern Normal School; graduate Life Certificate Western Kentucky State Normal School.

MISS BELLE CAFFEE

First Grade Training School.

Graduate Sullivan Indiana High School, 1887. Graduate Indiana State Normal School, 1894. Student in Leland Standford, Jr., University, California, 1905-1906. Has taught in public schools of Indiana and California and for seven years was critic teacher of the First Primary Grade in the Indiana State Normal Training Schools.

MISS LOUISE BEASLEY

Second Grade Training School.

MISS JENNIE WEST

Third Grade Training School.

Public and private school training, Bowling Green, Ky.; two years in Southern Normal School; special student in Western Kentucky State Normal School.

MISS FLORA M. STALLARD, A. B.

Fourth Grade Training School.

B. S. and A. B. graduate Southern Normal School. First Life Certificate graduate, 1907, Western Kentucky State Normal School. Four years a teacher in the rural schools of the State and for the past three years teacher of the Fourth Grade in the Training School and in the Summer School of the Normal.

MISS SUE PROCTOR

Fifth Grade Training School.

Graduate Franklin Female College, 1901, A. B. degree; special student Peabody College, 1903. Life Certificate graduate Western Kentucky State Normal, 1909; teacher in country schools. Fifth Grade teacher in city schools; Franklin, Ky., four years; Fifth Grade teacher in Training School, Western Kentucky State Normal one year.

W. S. TAYLOR

Graduate of the Life Certificate Course of the Western Normal. Teacher in the public schools of Kentucky for a number of years. Special student in State Normal School, Madison, Wisconsin, for the past year. Begin his work with us in January, 1911.

JOSEPH F. WETHINGTON

Life Graduate of the Western Kentucky State Normal School. Assistant teacher in Science Department Western Normal 1909-10. Special student in the University of Indiana for the past six months. Will return and take up his work here in January, 1911.

MISS MYRTA L. MCLELLAN

Sixth Grade Training School.

Student of State University, Chicago; teacher in Colorado Springs, Colorado; teacher in University of Chicago High School, and Elementary School.

MISS MATTIE McLEAN

Secretary to the President.

MISS LOU ADAMS

Clerk and Stenographer.

MR. ROY SEWARD

Stenographer.

O. G. BYRN

Registrar and Bookkeeper.

MRS. R. P. GREEN

Hostess, Frisbie Hall.

SPECIAL RATES

L. & N. RAILROAD.

Since going to press with this BULLETIN, we have received information from the L. & N. Railroad that a special rate of one and one-third fares for round-trip to Bowling Green, Ky., will be offered on the occasion of the Educational Conference and Dedication of the new building. Tickets will be sold May 4th and 5th, good for return through the 6th. This will give persons an opportunity to attend the dedication on the 5th and remain over and take the great trip down the Big Barren River on the 6th. All visitors will be furnished free tickets for the excursion down the river on the 6th. Two large boats have been chartered for the occasion. Persons taking the trip down the river will have an opportunity to return in time to take advantage of their special railroad tickets before they expire. Half-tickets will be sold by the L. & N. Railroad to children of five and under twelve years of age at one-half the fare named. These rates are offered regardless of the number who will attend.

OTHER RAILROADS

Application for rates before other railroads is now pending, and we are sure that the rates will be offered by the I. C. R. R., and, possibly, other roads. We have not had time to hear from these roads. Persons can get information by inquiring at their ticket offices.

PARTIES OF TEN

Parties of ten or more attending can get a rate of two cents per mile from any point in Kentucky, regardless of whether special rates have been offered.

THE PROGRAM

We have arranged a great program of State-wide interest, and we trust that many parties will be organized from many counties to attend the Educational Conference and Dedicatory exercises. If it is your purpose to attend the Conference, you should write and let us know immediately.

ANNUAL EXCURSION DOWN BIG BARREN RIVER

The annual boat excursion down Big Barren River will take place on May 6th. This is one of the most enjoyable excursions given by the school, and the hundreds of young people who take part in it look eagerly forward to this annual outing. Young and old, boys and girls alike, gather inspiration and happy hours from a day spent along the banks of beautiful blue Barren River. The day is counted one of the greatest in the calendar. *All visitors who attend the dedicatory exercises will be furnished free tickets and will be able to return in time to use their special railroad tickets, mentioned above.*

The State Normal Bulletin

Entered as Second Class Mail Matter, November 23, 1906, at the Post Office at Bowling Green, Ky., Under the Act of Congress of July 16, 1894.

Vol. 5.

AUGUST, 1911.

No. 4.



GREETING.

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

IT IS gratifying to announce to the thousands of friends of the Western Normal that the Institution is enjoying unprecedented success. It is even excelling its former records. The school is characterized by a great body of earnest students, efficient teaching, hard work, high ideals, noble purposes and fine discipline.

We are now in our new home on Normal Heights. A more beautiful and attractive home for a great institution could not be found anywhere in this land. We like our new home and its attractive environments. We want you to come and enjoy it with us. The new building is very attractive in every way, and is, in our opinion, about the handsomest structure of its kind in the South. The other buildings have been made into modern school apartments, class rooms and laboratories and equipped with the best apparatus. The new auditorium is a beautiful assembly room which seats about 2,000 people. The administration rooms are convenient, attractive and have been artistically equipped. Drives and walks have been built and the grounds beautified according to the instruction of the landscape architect. The new home of the Normal is indeed ideal.

We can not merit this new opportunity that has been made possible by the generous citizenship of Kentucky unless we work—work hard for a new professional birth, a larger usefulness and a greater Commonwealth. We want to merit this recognition, and we are going forward into the next scholastic year with an earnest desire and purpose to make it decidedly the most worthy year's work in our educational experience. Will you help us by studying the situation in your county; by sending in such information as you may have concerning young men and women who should enter an institution; by speaking to these young

people and telling them of the work of the Normal and of the educational opportunities offered; by making a personal canvass of every teacher in your county; by writing us personal letters, telling us of your work, success and plans. With this aid, we can make the next year one of great success; without it, we can not accomplish the purposes for which the school was organized and is maintained. We invite former students to write us frequently and fully. We invite personal correspondence with all our friends throughout the country, whether they have or have not attended the Normal.

We are deeply sensitive of an intelligent and sympathetic assistance, which has been contributed by County Superintendents, State Normal students, Southern Normal students, educators, the press and a patriotic public to the work of making the Western Normal one of the great educational influences of the South. We are deeply grateful for the interest manifested and for the aggressive and efficient services rendered. We feel sure that, with our present experience and increased opportunities, we shall be able to render services in the future we have not yet rendered the State.

Many young men and women have already written us that they will enter the Normal on Tuesday morning, September 12, 1911, and spend one unbroken year in the institution. We hope to see you among the number. We shall take a personal interest in you and in your work, provided you enter here.

Most respectfully yours,

H. H. CHERRY,

*President of the Western Kentucky
State Normal,*

Bowling Green, Ky.



NEW VANMETER HALL AND ADMINISTRATION BUILDING.

One of the most attractive fire-proof buildings in this country. It has an auditorium with a seating capacity of two thousand and many administration and class rooms. This building was dedicated May 5, 1911.

A Word to Those Who Employ or Recommend the Employment of Teachers.

If the educators, trustees and division county and city Boards of Education of Kentucky who have the power to employ the teachers will insist upon the employment of trained teachers, Kentucky will experience within the next few years a new birth in the teaching profession and the children of the State will have the advantage of a qualified instructor. Those individuals having the power to recommend or to select the teaching force of our state are able to do more for the cause of education during the scholastic year of 1911-1912 than possibly all the other forces combined. It is to be deplored that many have not fully appreciated the value of the qualified teacher and have failed to investigate the character, scholarship and teaching ability of the teacher who is employed to instruct the children. Thousands of letters in the office of the Western Normal and personal investigation give unmaistakable evidence that the teacher who has availed himself of the training offered by this institution has rendered to his community a much higher teaching service and secured greater results than before entering the institution. We invite all persons who are looking for trained teachers to investigate the work that is being done by the student-teachers who are attending and who have attended the Normal. It seems to us that the judgment-day of the scalawag who is in the teaching profession for the draw, for the existence that it makes possible and for a job rather than for the privilege of service has arrived and that it is the professional duty of all progressive teachers—and there are many of them in our splendid Commonwealth—to join in the great movement to eliminate the dead-wood from the profession. It is an inspiring work to assist in kindling a fire under the feet and digging a professional grave before every sluggard in the teaching profession. No individual has a right to remain in the profession unless he is willing to assume the great responsibility of training the youth and to prepare for his chosen work. It is hard to think of a crime that is higher than a professional dishonesty and indifference that rob the child, our noblest

possession and the future Commonwealth, of a training he is inherently entitled to receive. *There is no other class of people who have as good an opportunity to assist in the work of building up a teaching standard in Kentucky as those persons who are charged with the responsibility of employing the teachers.*

Behind number lies the power of personality; behind every great school lies a great soul, the constructive burning personality of a great teacher. The school will never rise above the teacher. In one sense it is what is in the mind of teacher, pupil, layman. It follows, however, that what is likely to appear in the life of the layman and pupil first appears in the life of the teacher. The teacher is inherently the leader of educational thought in the school community; and, if he is weak in leadership, there is not likely to be a good school in the community. The school is largely in the spirit of the teacher. In its last analysis, the teacher is the school. The community that pays a good salary and demands a good teacher pursues a wise policy and one that will secure educational results. So long as friendship, kinship, and other items that frequently influence the selection of a teacher enter into the organization of a school rather than a desire to secure educational efficiency, we shall not have properly taught schools. The interest of the children of a community is infinitely higher than that of any individual and true patriotism will put the interest of the children above that of the applicant's individual interest. Those persons who employ the teachers can revolutionize the schools of Kentucky by demanding and paying for qualified teachers—teachers who are leaders, teachers who wear the whole professional armor, teachers whose voice is the voice of preparation and conscience; teachers whose knock at the door is a consecrated love; teachers who carry the child life in their own lives; teachers whose lives prompt community unity and ideals; teachers who walk in the steps of the lowly Messiah administering to the wants of man.

CONDENSED INFORMATION.

The Fall Session opens September 12, 1911.

The Winter Term opens November 21, 1911.

The Mid-Winter Term opens January 30, 1912.

The Spring Term opens April 9, 1912.

The Summer School Term opens June 17, 1912.

See your County Superintendent and write us about free tuition in the Western Normal. There is plenty of free tuition for all persons desiring it.

Persons of good moral character of any age not less than sixteen years may enter the Western Normal. Common School graduates; holders of County Certificates of any grade, of State Diplomas and State Certificates; graduates of High Schools, Colleges, Universities and Normal Schools may enter the Normal without examination and be classified at such a point in the different courses of study as their qualification will warrant. All other persons desiring to enter the Normal should communicate with the President of the Institution, giving full information concerning their qualifications, purposes, etc. Persons having any doubt about their qualifications to enter the Normal should apply to their County Superintendents for examination prepared by the institution. This examination will be held in August and December of each year.

The new catalogue for 1911-1912 has just been received from the publishers and will be sent to all persons desiring it. The branches included in each course of study and an interpretation of the work of each course together with full information concerning other items connected with entering the Normal, appears in the new catalogue. It will be mailed only upon application. Send for a copy of it, provided you have not already received it.

The Normal School law authorizes the Institution to issue a two-year, four-year and

life certificate upon the completion of the Elementary, Intermediate and Advanced courses of study respectively. These certificates permit the holder to teach anywhere in Kentucky without further examination for two years, four years and for life, respectively. Graduates of these courses are wanted in every part of Kentucky at good salaries. The new catalogue which will be mailed upon application gives complete information concerning these courses of study and the requirements of each certificate.

Persons who desire to prepare for the county examinations will enjoy an unexcelled opportunity in the Normal during the next year. We have carefully prepared a County Certificate Course of study with a view of offering every student an opportunity to prepare for the county examination and, at the same time, to do some regularly accredited work in the Common School branches. No one who desires to prepare for the county examination will ever have cause to regret entering the Institution.

Many improvements will be made at Frisbie Hall, the girls' boarding home, during the present summer. It is the purpose of the institution to make this home attractive in every way. It is a modern building, is heated by steam, lighted by electricity, with other conveniences and modern equipment. The management of the Institution recommends that parents place their girls in this Hall, unless they have special or personal reasons for having them board elsewhere. Prof. and Mrs. Green take a deep interest in all young girls under their care and the President and faculty recommend the Hall above all other places for young girls going away from home the first time. The atmosphere is one of culture, refinement and protection and the hostess and host stand as nearly as possible in the place of parents.

Commence now and make your arrangements to attend the 1912 Summer School of the Western Normal. We intend to make it one of the leading educational achievements of the South.



DINING HALL, SCHOOL OF DOMESTIC SCIENCE AND ARTS.



PROF. GREEN'S CLASS
in Geography and Geology, starting on their annual
trip of twenty-eight miles across the country
to Mammoth Cave.



BEAUTIFYING DAY.
Students at work—looking for another job.



PLANTING THE GARDEN PLOTS.
Agriculture Class on School Farm.



AGRICULTURE CLASS.
Preparing Seed Beds on Plots.



Forty-four of the fifty-one County Superintendents of the Western
The above picture was made in front of the new building during the
Superintendents.



Kentucky State Normal School District.
Session of the Convocation of County

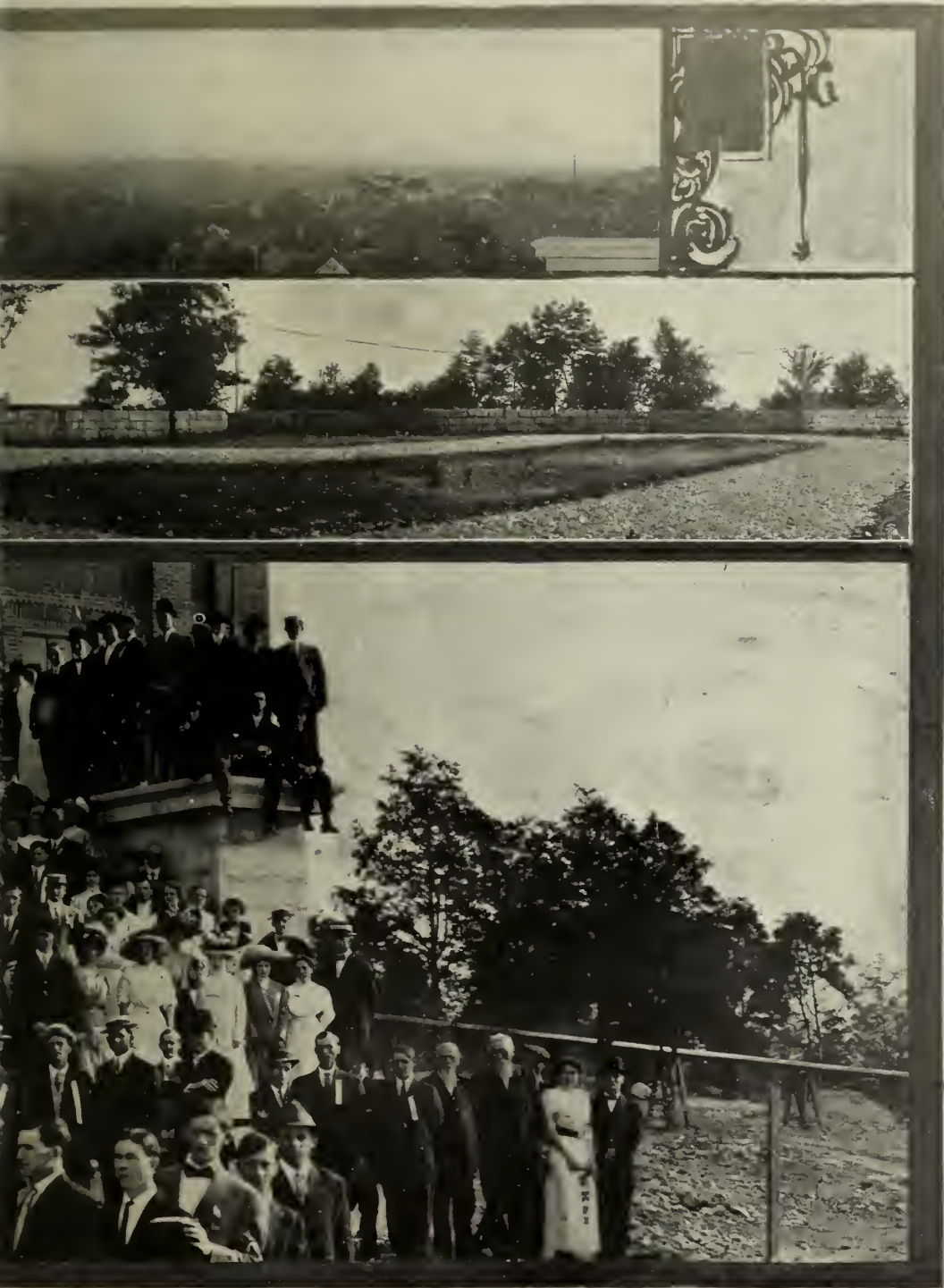
TAKEN IN FRONT OF THE NEW VANMETER HALL IMMEDIATELY FOLLOWING



Landscape view from the steps of the new VanMeter Hall and Administration Building.

Part

G THE DEDICATORY EXERCISES ON THE AFTERNOON OF MAY 5, 1911.



the fort constructed during the Civil War, located on Normal Heights within a few feet of the new Administration Building.



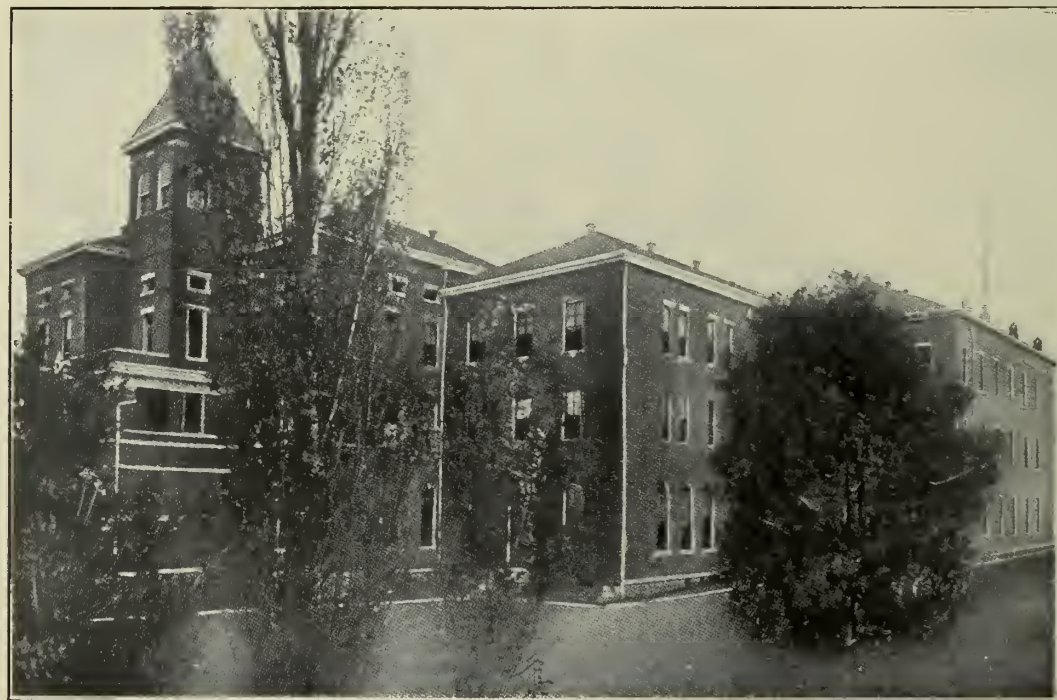
CABELL HALL IN FRONT—NEW VANMETER HALL AND ADMINISTRATION BUILDING IN BACK.
The School of Music is located on the first floor and the School of Domestic Science and Arts on the second floor of the Cabell Hall.



SIDE VIEW OF FRONT OF THE NEW BUILDING.



PARTIAL INTERIOR VIEW NEW VANMETER HALL



RECITATION HALL, NORMAL HEIGHTS.
Western Normal.

The STATE NORMAL BULLETIN

Published Quarterly at Bowling Green, Ky., by
THE WESTERN KENTUCKY STATE NORMAL SCHOOL
AN INCORPORATED INSTITUTION OF LEARNING

H. H. CHERRY, Editor

Office of Publication, Normal Heights, Bowling Green, Ky.

EDITORIALS.

This issue of the Bulletin is not the catalog number. We have embodied in the new catalog full information concerning the different courses of study and other items that are usually published in the annual catalog. It gives the interpretation of the different branches offered in the different courses of study. This publication will be mailed only to those persons asking for it. Under no conditions will the publication be mailed to anyone except upon application. We have just received it from the press and are ready to mail it to persons wanting a copy of it.

The entire issue of the November, 1911, Bulletin will be devoted to the students who have attended the Western Normal since it was first launched in January, 1907. It will attempt to tell where the students are, what they are doing, how they are getting along, and will give many other interesting items. Photographs of the County Delegations as well as of the students outside of the Western Normal District will characterize the edition. A map showing the attendance from Western Kentucky, accompanying a brief report from each County Superintendent will be interesting features. We invite the earnest and constructive interest of former students in the preparation of this issue of the Bulletin which will be known as the Legislative Number. This issue will present the report of the President and the Board of Regents of the State Normal to the General Assembly of 1912. Send us all the information you have. Be certain to tell us about all former students you may know. Give their names, postoffices, and tell us what they are doing. Will you help us?

Our friends who have visited us, looked in on the school, and have seen it in all of its parts, studied its results, the purposes it is trying to accomplish and witnessed the great body of students who are faithfully preparing to render a more efficient service, have without exception been pleased with the work of the institution and have become aggressive supporters. Our very few critics are invariably those who know nothing of the work of the institution and speak from a distance about

something they have not investigated and about which they know nothing. We desire to succeed on the basis of merit or a service rendered the Commonwealth and, if we can't succeed this way, we have no desire to succeed at all. A mechanical recognition is to us a mockery wholly contrary to the ideals of this Institution. We appreciate recognition, but it must come as a result of a service rendered. We greatly appreciate visits from the citizens of Kentucky and a careful investigation of the work that the Normal is trying to do. The task of developing an institution is difficult enough with the co-operation of the people, saying nothing of any criticism that might arise from a failure to understand the work, motives and purposes of the school.

The school paper of the W. K. S. N. S., *The Elevator*, the first issue of which appeared in November, 1909, is growing rapidly. It is conducted entirely by the student-body and contains literary work by students, reports from our people in the field, news notes, and spicy jokes and witticisms.

The Elevator for 1911-1912 promises to be a high class school paper. Many new and attractive features will be introduced. We see no reason why every student and former student should not be a subscriber. The ten issues, October to July inclusive, are sure antidotes for "blues," "moss-backedness," "reactionitis," and other prevalent ills of the educational world.

No one, especially Normal students, can make a better investment than to send in fifty cents for a year's subscription to the *Elevator*. Help to make our paper "go up"!

Supt. T. J. Coats, Rural School Inspector of Kentucky, and Professor of Elementary Education in the State Normal School, and Superintendent McHenry Rhodes, Inspector of Secondary Education in Kentucky, have during the school year, delivered before the students and faculty of the Normal a number of interesting and very instructive addresses. The work which they have done is of a constructive nature and extremely valuable at this period in the development of the school system of Kentucky. They are always given a hearty welcome at the Normal.

1911

Will Y



1. NEW VANMETER HALL AND ADMINISTRATION BUILDING.
2. MANUAL TRAINING BUILDING.
3. GYMNASIUM.

4. BOYS' BOARDING HOME.
5. CULINARY DEPARTMENT.
6. GIRLS' BOARDING HOME.

Building 8 occupies the location of the present Potter College building. The building has been remodeled and made into handsome class rooms. Building numbered 1 is completed and now occupied by the School. It was dedicated on May 5, 1911.

This plant is being constructed in honor of CHILDHOOD, and will, when completed, reflect the statesmanship and patriotism of the Commonwealth of Kentucky. The Regents are pursuing a policy that will invest every dollar paid

ou Help?

1922



- 7. MODEL TRAINING SCHOOL.
- 8. SCIENCE HALL.
- 9. LIBRARY.

- 11. ATHLETIC FIELD.
- 12. AGRICULTURAL DEMONSTRATION STATION.
- 13. LIGHTING, HEATING, AND POWER PLANT.

the taxpayers of Kentucky and appropriated by the General Assembly to the institution in such a way as to make it contribute its full value to the State, not only now, but for decades to come. They are putting every dollar into a new plant that will have, at its completion, economy, convenience, harmony, and sanitation. The Regents submit the completion of this patriotic enterprise to the people of Kentucky, fully realizing that it will take time to finish it; but at the same time, entertaining the hope that the year 1922 will witness its completion. The new home of the Western Normal will hereafter be known as Normal Heights.

EXPENSES.

Rates for board and tuition are put within the reach of everyone. As far as we know, there is not another city in the South that offers its two thousand non-resident students as cheap a rate for board as Bowling Green. Frisbie Hall, the home for the young women of the Normal is a three-story brick building. It has hot and cold baths, steam heat, electric lights, etc. Many improvements will be made upon the building during the summer of 1911. Persons desiring free tuition should see or write their County Superintendent and make application for it immediately. *The new catalog which has just been received from the hands of the printer gives full information concerning rates for board, tuition, free scholarships, and all other items connected with expenses. This catalog will be mailed only to those persons requesting it.*

The Summer School.

The photograph on this page represents tent life at the Summer School of the Western Normal. Messrs. Frank and J. T. Wade, brothers from Christian County, can be seen in front of the tent. They did self-boarding at a very small cost and enjoyed every minute of their stay. They heartily recommend this plan of living to others. The Western Normal has a handsome campus and will be glad to arrange for more than a hundred tents of persons who desire to adopt this method of living during the next Summer School. Arrangements will be made for women as well as men. The grounds will be looked after from a sanitary standpoint as well as carefully disciplined. Students will have an opportunity to do self-boarding or to take their meals at nominal rates near the camping ground. Persons



TENT LIFE AT THE SUMMER SCHOOL.

should as nearly as possible furnish their own tents or rent them before coming to Bowling Green. All who would like to become one of the two hundred camping party on Normal Heights during the Summer School of 1912, should write us concerning their purpose. We have just closed the most successful Summer School ever held by this institution. It is our purpose to make the Summer School of 1912 surpass all former efforts. Persons who desire to combine rest and recreation with light work will have an opportunity to do so. A student may elect any subject he desires. All persons who prefer doing regular work will also enjoy unexcelled opportunities.



NORMAL HEIGHTS IN THE DISTANCE.

The State Normal Bulletin

Entered as second-class mail matter, November 23, 1906, at the Postoffice at Bowling Green, Ky., under the act of Congress of July 16, 1894.

VOL. 5.

BOWLING GREEN, KY., NOVEMBER, 1911.

No. 1

THE AUTUMN 1911 LETTER

Special to Former Students

We are making an effort to put this little four-page Bulletin in the hands of every student who has attended school in Bowling Green. We most respectfully request and earnestly desire every former student receiving this publication to immediately write us an AUTUMN 1911 LETTER, giving information concerning the following:

Your present postoffice, county and State. Where to send your copy of the Students' Edition of the Normal Bulletin, which will be mailed on the 2nd day of next January. What you are doing at this time, how you are prospering, your future plans, whether you will enter school again, when. If you are teaching, tell whether in rural school, graded school, high school, or other institution, and what grade work you are doing. How many census children in your district, how many in attendance. What per cent of increase in attendance over former years. What you have done in establishing libraries, in the development of general school sentiment, or any other items you may think of that would be interesting. Tell us about any other former students you may know, where they live, what they are doing, how they are getting along, etc. If you have not received the annual catalogue published last August, tell us whether you want one.

IN ADDITION TO THE ABOVE, GIVE US

THE NAMES AND ADDRESSES OF ANY PERSONS TO WHOM WE SHOULD WRITE AND SEND OUR LITERATURE, AND MAKE ANY SUGGESTIONS YOU MAY HAVE IN MIND THAT WILL ENABLE US TO INCREASE THE ATTENDANCE FROM YOUR SECTION.

The Students' Bulletin will be the School's regular report to the next General Assembly of Kentucky. It will give information concerning former students, a report and photograph of the County Superintendents, a map showing the attendance from Kentucky, a report from a few of the city schools, a financial report, a condensed Normal School statistical statement, and other interesting items. We shall show in this Bulletin the results accomplished by the Western Normal since it became a State Institution. WE WANT TO PUT THE BULLETIN IN THE HANDS OF THE PRINTER AT AN EARLY DATE, AND ARE, THEREFORE, QUITE ANXIOUS THAT YOU WRITE THE AUTUMN 1911 LETTER IMMEDIATELY UPON RECEIPT OF THIS PUBLICATION.

This is a reasonable request. It is in the interest of a more efficient school system. Do not turn it down or wait until it is too late. Write the letter to President H. H. Cherry, Bowling Green, Ky.

THE STUDENTS' EDITION OF THE STATE NORMAL BULLETIN

The Students' Edition of the State Normal Bulletin will be published early in December, but will not be mailed until the 2nd day of January, 1912. Under the Postal Laws, it cannot be mailed before this date. We are anxious to put a copy of this interesting publication in the hands of every former student. BE SURE TO TELL US WHEN YOU WRITE THE AUTUMN

1911 LETTER WHERE TO SEND YOUR COPY OF THE STUDENTS' EDITION OF THE STATE NORMAL BULLETIN. We shall file all of the AUTUMN 1911 LETTERS and use them in mailing The Students' Edition of the State Normal Bulletin. We shall issue only a limited number of copies of this publication, as it will be quite large, highly illustrated and expensive.

The Western Normal has prepared a very interesting and efficient course of study for those persons who desire to get ready for the county examinations. Any one desiring a county certificate will make no mistake in taking this District study. It is carefully outlined and explained in the new catalogue free instruction which will be mailed upon application. Address H. H. Cherry, make application for a Kentucky State Normal School, Bowling Green, Ky.

THE DEMAND FOR TEACHERS.

Many teachers are needed in Kentucky. The demand for the teacher of character, scholarship and professional training is much greater than the supply. Young people who are willing to give their lives to the teaching service and to prepare for it, will find in it a good salary and a rich field for service. Good teachers are wanted everywhere at good salaries. The outlook for a strong teaching force in Kentucky is

brighter to-day than ever before. It is most earnestly desired that many men and women of ability and purpose will decide, during the present year, to enter the teaching profession and that they will begin at once to prepare for the work. Unless hundreds of young men and women, who live in Kentucky, get ready to answer the numerous calls for qualified teachers, it will be necessary to import teachers from other States to meet the demand.

THE OPENING OF THE FALL SESSION.

The annual session of the Western Kentucky State Normal School opened in Vanmeter Hall at 9.20, Tuesday morning, September 12, 1911, with more students present than on the first day of any previous year in the life of the Institution. The attendance is not only larger, but the organization is more complete and the spirit as fine as has ever been known in the Institution. Faculty and students are happy in their work, and are going forward into the

scholastic year of 1911-1912 with a determination to make it the most efficient year's work in the life of the school. We are greatly gratified over the present condition and the bright outlook for the future. We can safely promise all persons who enter with us this year the best service we have yet given the public. The increase in attendance during the present scholastic year will be the largest ever experienced in this Institution.

THE SECOND TERM. NOVEMBER 21, 1911.

The second term of the Fall Session opens November 21, 1911. This is a most excellent time for students to enter. It is a serious mistake for anyone, who contemplates entering school and who can enter at the opening of this term, to wait until after Christmas to begin his educational work. A vast amount of work

can be accomplished by beginning at the opening of this term and doing a regular term's work before the beginning of the Mid-Winter Term on January 30, 1912. The school will close on the evening of December 22 for the Holidays, and will resume work at 7.30, Tuesday morning, January 2, 1912.

THE MID-WINTER TERM.

Most of the public schools of Kentucky will have closed before the opening of the Mid-Winter Term on January 30, 1912. Hundreds of new students will enter the Normal at the be-

ginning of this term. Judging from the correspondence and from reports in the field, the enrollment at the beginning of this term will be the largest ever known in the history of the Institution.

THE FOURTH TERM.

The Spring or Fourth Term opens April 9, 1912. Students can enter at this time and get excellent classification. Persons entering at

this time will have an opportunity to remain in school for sixteen weeks before the close of the Normal at the end of the Summer School.

THE SUMMER SCHOOL OF 1912.

The Normal is already at work on a plan to make the Summer School of 1912 far-reaching in its influence and a strong factor in the development of the educational life of the South. The Summer School organization will attempt to double last year's enrollment and to, at the same time, offer many new and special courses of study. Regular and special work will be offered; and in addition to this, many high-class

Chautauqua programs will characterize the occasion. Persons desiring to do so may pursue regular work or take only one branch or one series of lectures. Teachers who have been busily engaged during the entire year and who do not desire to do heavy work may combine rest, recreation, instruction, inspiration and relaxation by electing light work. The school will be conducted on Normal Heights, one of

We most respectfully request every former student to write us the AUTUMN which is explained on the first page of this Bulletin. Kindly do in receipt of this publication. The Students' Edition of the most interesting publication ever issued by the Institution.

the most delightful places in this country for a Summer School. It is, indeed, an ideal spot to spend a few weeks during the summer. The Institution has a handsome campus and will be glad to arrange for more than one hundred tents for persons who desire to adopt this method of living during the next Summer School. Arrangements will be made for women, as well as men, who desire to live in tents while in attendance. The grounds will be looked after from a sanitary standpoint as well as carefully disciplined. Students will have an

opportunity to do self-boarding or to take their meals at nominal rates near the camping grounds. Persons, as nearly as possible, should furnish their own tents, or rent them before coming to Bowling Green. All who would like to become one of the two hundred camping party on Normal Heights during the Summer School of 1912 should write us concerning their purpose. Persons desiring private board in elegant private families can get the same at nominal rates. Board in School Homes can be had for \$11.50 per month, everything furnished.

COURSES OF STUDY OFFERED BY THE WESTERN KENTUCKY STATE NORMAL SCHOOL.

Send For the Annual Catalog Giving Full Information Concerning the Different Courses of Study.

Courses Offered.

- a. Preparatory.
- b. Elementary.
- c. Intermediate.
- d. Advanced or Life.
- e. Rural Teachers'.
- f. Regular Normal.
- g. First Elective.
- h. Agricultural.
- i. County Certificate.

- j. Domestic Science and Domestic Arts.
- k. Drawing and Penmanship.
- l. Public School Music.
- m. Instrumental Music.
- n. Voice Culture.
- o. Special Courses.

In addition to the regular courses of study special courses are offered in Kindergarten, Primary Methods, Manual Training, Nature Study, Biology, Physiology, Latin, Geography, History, Geology, Physics, Chemistry, Rhetoric and Composition, Literature, Ethics, Psychology and Child Study, Methods, French, German, English Language and Observation and Professional Work suitable for all grades.

Persons completing the Elementary Certificate Course are awarded a certificate by the Normal which entitles them to teach anywhere in Kentucky for two years without further examination.

Persons completing the Intermediate Certificate Course are entitled to a certificate which permits them to teach anywhere in Kentucky for a period of four years without examination.

Persons completing the Advanced or Life, the full Rural Teachers', the full Regular Normal, or the full First Elective Course are awarded a certificate which entitles them to teach anywhere in Kentucky for three years without examination. If the graduate demonstrates his success as a teacher, at the expiration of three years, he will be issued a Life Certificate which entitles the holder to teach anywhere in Kentucky for life without any further examination.

THE COUNTY CERTIFICATE COURSE.

This course has been arranged for students who must pass the county examinations and desire to make special preparation for it. It may be taken in one or in two terms of ten weeks.

A full explanation of this course of study appears in the NEW CATALOG. We promise all who desire this work an unusual opportunity to take it during the scholastic year 1911-1912.

THE SCHOOL OF MUSIC.

One of the great features of the State Normal School is the Department of Music. The Director of this department has in the past year shown what good-will combined with the

necessary training, can do. Not only have the classes in Public School Music been filled to overflowing, but the individual instructors in Piano, Violin, Pipe Organ, Orchestral Instru-

There is plenty of free tuition in each of the counties of the Western District for all persons who are entitled to it. Prospective students desiring free instruction should see their County Superintendent at once and make application for a scholarship.

ments, Vocal Training, Theory and Harmony of Music, all have made a most excellent record. Students who desire to study in any branch of music will find in the Department of Music just what they desire. The Director is a

man of well-known ability, not only as a teacher and performer, but as an organizer of Choruses and Orchestras, his experience extending over a period of thirty years in different parts of the world.

THE NEW CATALOG.

A handsome fifty-four page catalog, giving the different courses of study and a careful interpretation of each course, was received from the printer the latter part of last August. It will not be mailed to anyone except upon re-

quest. It is an expensive and attractive publication intended for the instruction of any individual interested in the different courses of study and in the work of the Western Normal. A FREE COPY WILL BE CHEERFULLY MAILED TO ANY PERSON REQUESTING IT.

A WORD TO SCHOOL TRUSTEES AND TO ALL OF THOSE WHO EMPLOY OR RECOMMEND THE EMPLOYMENT OF TEACHERS.

If the educators, trustees and division county and city Boards of Education of Kentucky who have the power to employ the teachers will insist upon the employment of trained teachers, Kentucky will experience within the next few years a new birth in the teaching profession and the children of the State will have the advantage of a qualified instructor. Those individuals having the power to recommend or to select the teaching force of our State are able to do more for the cause of education during the scholastic year of 1911-1912 than possibly all the other forces combined. It is to be deplored that many have not fully appreciated the value of the qualified teacher and have failed to investigate the character, scholarship and teaching ability of the teacher who is employed to instruct the children. Thousands of letters in the office of the Western Normal and personal investigation give unmistakable evidence that the teacher who has availed himself of the training offered by this institution has rendered to his community a much higher teaching service and secured greater results than before entering the institution. We invite all persons who are looking for trained teachers to investigate the work that is being done by the student-teachers who are attending and who have attended the Normal. It seems to us that the judgment-day of the scalawag who is in the teaching profession for the draw, for the existence that it makes possible and for a job rather than for the privilege of service has arrived and that it is the professional duty of all progressive teachers—and there are many of them in our splendid Commonwealth—to join in the great movement to eliminate the deadwood from the profession. It is an inspiring work to assist in kindling a fire under the feet and digging a professional grave before every sluggard in the teaching profession. No individual has a right to remain in the profession unless he is willing to assume the great responsibility of training the youth and to prepare for his chosen work. It is hard to think of a crime that is higher than a professional dishonesty and indifference that rob the child, our

noblest possession and the future Commonwealth, of a training he is inherently entitled to receive. There is no other class of people who have as good an opportunity to assist in the work of building up a teaching standard in Kentucky as those persons who are charged with the responsibility of employing the teachers.

Behind number lies the power of personality; behind every great school lies a great soul, the constructive burning personality of a great teacher. The school will never rise above the teacher. In one sense it is what is in the mind of teacher, pupil, layman. It follows, however, that what is likely to appear in the life of the layman and pupil first appears in the life of the teacher. The teacher is inherently the leader of educational thought in the school community; and, if he is weak in leadership, there is not likely to be a good school in the community. The school is largely in the spirit of the teacher. In its last analysis, the teacher is the school. The community that pays a good salary and demands a good teacher pursues a wise policy and one that will secure educational results. So long as friendship, kinship, and other items that frequently influence the selection of a teacher enter into the organization of a school rather than a desire to secure educational efficiency, we shall not have properly taught schools. The interest of the children of a community is infinitely higher than that of any individual, and true patriotism will put the interest of the children above that of the applicant's individual interest. Those persons who employ the teachers can revolutionize the schools of Kentucky by demanding and paying for qualified teachers—teachers who are leaders, teachers who wear the whole professional armor, teachers whose voice is the voice of preparation and conscience; teachers whose knock at the door is a consecrated love; teachers who carry the child life in their own lives; teachers whose lives prompt community unity and ideals; teachers who walk in the steps of the Lowly Messiah administering to the wants of man.

The annual catalog of the Normal, which we have just received from the press, is a fifty-four page publication, giving a complete outline of the different courses of study and other information concerning the Institution. It is highly illustrated and a most interesting publication. It will be mailed only to persons requesting it. Address H. H. Cherry, President of the Western Kentucky State Normal School, Bowling Green, Ky.